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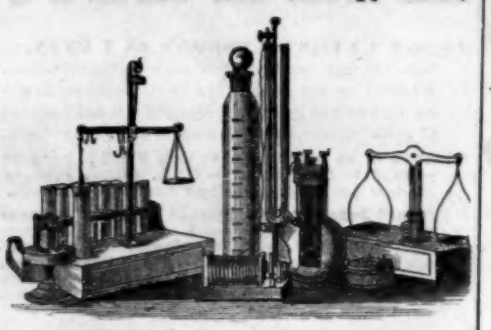

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A SONG FOR JUNE.

BY MRS. E. A. APPLETON.

Coming, coming, with the humming
  Of the bees among the flowers;
With the winging and the singing
  Of the birds in leafy bowers;
With the blessing and caressing
  Of June's soft and balmy air;
With the straying and the playing
  Of the breezes everywhere.

Sweet newcomer! radiant Summer!
  Gladly would I sing thy praise;
Brightly shining, slow declining,
  Are thy long and sunny days;
Fast appearing, bright and cheering,
  Lo! the blossons, fresh and fair!
Chiding never, smiling ever,
  How their fragrance fills the air!

Softly calling, gently falling,
  Come the welcome showers of rain;
Bring treasure without measure
  From earth's storehouse out again.
Banish sadness; nought but gladness
  Should find place in hours like these;
Leave all sorrow till to-morrow!
  Come and share in Nature's peace.

O how surely, how securely
  We may trust the love that brings
All this sweetness, this completeness,
  Even to earthly, transient things!
And, possessing this rich blessing,
  Soon or later we shall find
That life's duty makes life's beauty,
  For the heart and for the mind.

All that vexes or perplexes
  Shall be brief as summer showers;
Freely giving, nobly living,
  Joy and peace shall crown the hours.
Summer's glory is the story,
  Sweetly told, of heavenly love;
All its treasures, all its pleasures,
  Types of better things above.

PUBLIC OPINION.

Morals in Minnesota. — Minnesota has a law, to go into operation July 1, to the effect that all school officers may introduce into the schools daily instruction in social science, good morals, and patriotism, no less than thirty distinct topics being specified, such as industry, health, honesty, etc. It may be required of the teachers to give a short oral lesson each day on one of the subjects named, and to require from the pupils some illustration of the same upon the following morning. There may not be entire agreement as to the best way of imparting instruction in the public schools on these subjects, but that the schools in some way ought to be made more effective in teaching them scarcely any one will doubt.

Public Libraries and Public Schools. — The public library should be administered in the same spirit as the public school, and the aim should be in the former matter as in the latter, to make good citizens. The library should not be used to thrust into the hands of youth, books that will tend to make them bad citizens. To do so were as absurd as to employ a school-teacher of known reputation for bad morals and conversation, or to introduce a series of text-books teaching atheistic, socialistic, or nihilistic doctrines because there are people in our communities who hold those doctrines. In his bequest, Mr. Bates specially desired that novels should be excluded from the books designed for circulation among children. If he had foreseen that, as it has come to pass, four-fifths of the books that they would have to read would be novels, he would not have given a dollar.—*Mr. Hubbard in Boston Advertiser.*

Healthy Reactions. — We are glad to see that there are signs of a healthy reaction in regard to text-books in our schools, and that here and elsewhere books are being introduced which contain specimens of the masterpieces of American and foreign literature. It is indeed time for the resumption of the sway of moral ideas over the people. The fortunes made by the war have been wasted, or their possessors have not retained the respect of the community. The time has come when title and pomp and parade are far less effectual than they formerly were. Wealth still has power, as is proper and natural, but it cannot command esteem nor purchase respect. The time is coming, if it is not already here, when character and capacity will be the basis of success in its highest and truest sense. There is a growing sentiment in the community which favors a return to old-time.—*Saturday Eve. Spectator, Maine.*

Hampton and General Armstrong.—But as the work actually done grows, so also do the possibilities for the new work. I find that General Armstrong's brain is teeming with new plans, and judging from what he has done in the past, he is pretty likely to accomplish them. I think I never met a man with the same enthusiasm and hopefulness, who had such a solid stratum of hard sense and prudence and practicality for those qualities to rest upon. It is this unusual combination of qualities in his make-up which accounts, in large measure, for the success of his work and the confidence which is felt, South and North, in him and in it. Earnest and energetic, but politic, shrewd, and far-sighted, he succeeds where a man with less enthusiasm or less prudence would fail. No one can look over the ground here without seeing that the needs are genuine, and that every dollar which may be spent in meeting them will be wisely and profitably invested, and will return a large per cent. by-and-by in the elevation of these two races. The work already done is of so excellent and enduring a sort that its extension ought not to be prevented by the lack of means. Yet I question whether such an educational work was ever attempted, much less accomplished, without any endowment, and without assured or sufficient State or Government support. The institute deserves to be guarded against hazard by being placed on a permanent foundation. — *Cor. Boston Journal.*

The Classics. — One of the objections which has been persistently urged against the study of Latin and Greek is that it takes so much time and so little is accomplished. If these objectors would remember that native Englishmen hear, talk, and read the English language throughout each day for more than a dozen years before they can well read English classics, their objection would have less force with the objectors themselves.—*College Index.*

Precocity.—Prof. G. S. Hall, of Harvard University, says the tendency to precocity is the bane of American childhood, and that the development of the intellectual element in American children ought to be repressed.

"HOW SHALL WE GET GOOD TEACHERS?"

BY JOHN D. PHILBRICK, LL.D.

This educational problem, like most others, has its small side as well as its large side. I take it for granted that it is only on the latter that it is intended to consider it here. Moreover it is at once the most difficult and the most important of all educational problems. We want, of course, good school-houses, good supervision, good programs, and good appliances of every description, as helps even to the good teacher, if our aim is to produce the best results. But the paramount want in the educational system is the good teacher. In every educational project with which we have concern, we ought not to fail to inquire what effect it is to have on the teachers. For myself, I have to confess, that after all experience, after all studies of the ways and means, the necessary conditions of educational success, of educational progress, I come back always, in the end, to the elementary conclusion embodied in the trite maxim, "As is the teacher so is the school." For there is no conceivable substitute for competency in the teacher. Hence the essential test of a school system is to be looked for in the quality of its teachers. We have certainly in our country a great many admirable teachers who are doubtless doing as good work as any teachers in the world, and we are supposed to have as good material from which to form good teachers as any people whatever. But in looking over the country as a whole, we find that a very large proportion of the teachers are incompetent through the two-fold deficiency of education and experience. This is the natural and legitimate result of the fact, that as yet not one State in the Union has made anything like adequate provision for securing a supply of competent teachers.

1. In considering the ways and means, it is obvious enough that the first thing to be done is to create the *demand* for good teachers. The actual teacher is fully up to the actual demand. We are right in urging upon teachers the duty of unremitting efforts for self-improvement. But it is more important to induce government to provide means and motives for this self-improvement. The recent congress of teachers in Paris is a good illustration of what can and should be done for improving the qualifications of teachers by the power and authority of the State. And here there are two errors to be avoided,—the holding-up on one hand of an impossible and purely fanciful standard of qualifications, so far above all practicable attainment as to paralyze effort; and, on the other, the futile notion of attempting to make the capable superintendent a substitute for the capable teacher. It is too much to expect the maximum aptitude and the maximum knowledge in every teacher, but it is not too much to expect to get teachers who know fairly well both the theory and practice of their trade, and who are able to teach without supervisory direction in detail. But the difficulty of creating the demand adequate to the universality of the want lies in the excessive decentralization of our system. Experience proves that municipal autonomy cannot be accepted as a finality in educational economy. With us more central authority is needed. The teacher must be made an officer of the State, and not be wholly subject to the caprice of municipal votes.

2. But supposing the demand, — how to supply it?

The next requisite, in logical order, stated in generality, is simply this: make the office of teacher desirable. It has already been made very generally desirable for the better class of girls as a camping-ground between the period of schooling and the matrimonial destinaion. For the most part the teaching-trade gets the cream of this class of workers, competing successfully with domestic service, the shop, and the store. Hence the rush of the educated girl for the school-room. This is to be noted as, in some sense, a gain; but it is no finality, and its results, in comparison with a rational and desirable standard, is a manifest failure. And failure must ever be the outcome of the attempt to teach the rising generation, chiefly by the agency of the fairer sex. It is like warfare with an army composed of raw militia enlisted for six months, aided by a moderate contingent of disabled veterans who ought to be in the hospital, and a small quota of trained effectives who are rightfully hopefully expecting an early discharge. Not but that women must and should do much of the teaching, but not in general, as a career for life, and the highest excellence in teaching is to be looked for only from teachers, whether male or female, who are devoted to the profession as a life's work. To supply the demand for good teachers, then, I conclude that teaching must open a career for men, and that at least a moiety of teachers should be men who have definitely adopted teaching as a profession.

But what must be done to make teaching a desirable career for competent men? Now with us the principal thing thought of as a motive for getting and keeping the few capable men we have in the service, is the rate of salary. This is an eminently wasteful and short-sighted policy, and is evidence of a lamentable crudeness in our civilization in respect to this deportment of social organization. The fixedness of the salary is necessary. But besides the right provision for salary, two other capital provisions are requisite to attract men to the profession of teaching; first, the permanent tenure of office, with provision for retiring-pensions; second, the proper bureauchial relations, — that is, the teacher must be under the supervision and direction of competent specialists. To submit the experienced, faithful teacher to the judgment and control of non-specialists, whether ignorant or learned, is to make a martyr of him. And I must add that I think it eminently inexpedient to charge women with the responsibility of supervising male teachers. For one I am looking to the civil-service reform, as a means whereby the status of the teacher is to be greatly ameliorated; third, finally having created the demand, and rendered the teacher's office desirable, adequate provision must be made for the special preparation of teachers. As a rule, teachers should not be expected to be competent, unless they have passed through a course of some normal training in the theory and practice of teaching. It must be confessed that we have made but slow progress in the development of normal-school training. In all other educating countries it is no longer a question whether teachers shall have a normal training or not. But in this country, having only made a beginning in the professional education of teachers, we have come to a standstill in this business. We occupy an untenable position. We cannot consistently continue to provide for the normal training of only a part, and that the smaller part, of the teachers employed in our schools. If it is a good thing, it is a good thing for all teachers.

Such, in brief, I believe to be the essential means for securing good teachers; the creation of the demand for such; the rendering of the office of the teacher desirable as a career, and the providing of adequate professional education. There are accessories, of course, not to be overlooked. Everything that tends to discourage teachers, to bring them into disrepute, is a damage to the cause of education. The injudicious examinations of teachers and schools are among the heavy grievances which tend to make teachers disgusted with their profession. Where education is well organized, provision is made for recognizing special merit in teachers, by promotions and honorary distinctions. The way is open now in France for the humblest teacher in the poorest commune to become a member of the governmental Council of Education, or general inspector.

In this brief outline I have presented no fanciful, untried theory, but the results of educational experience in the most advanced educating communities.

HOW THE SCHOOL-ROOMS IN DARTFORD CAME TO BE BRIGHTENED UP.

BY MRS. ANNIE A. PRESTON.

A certain gentleman, exceptionally well qualified for the position, a born educator, a man of tact as well as of push, had been for years a member of the State Board of School Visitors in one of our New England States.

During his travels from one country town to another he had been greatly perturbed in mind over the shabby, cheerless, uncomfortable, untidy, unhealthy school-rooms in the rural districts where the poor children were expected to acquire the rudiments of an education. Therefore he was agreeably surprised one day when be lunched in the prosperous and picturesque hill town of Dartford, we will call it, to find cheerful school-rooms, neatly papered and painted, pretty curtains on the windows, the walls decorated with tasty and wholesome pictures, and mottoes and flowers and potted plants in the corners of the room and here and there on the desks. Nearly every school-house in the town was thus fitted up, and the impression left in the mind of the visitor was an exceedingly pleasant one.

He found the Secretary of the School Board of Dartford to be the Rev. James Marsh, an old college chum. At his cordial invitation the state visitor remained to dinner at the cosy parsonage, and was there first introduced to his classmate's charming young wife. While they were at the table, he spoke of his deep gratification at the long step in the right direction the town had taken in making the school-rooms so comfortable and attractive, and alluded particularly to the mottoes.

The parson smiled knowingly, and his wife laughed outright, saying: "As this is your old and particular friend, husband, had you not better tell him the story of those mottoes? It may not only afford him a little wholesome after-dinner amusement, but he may, perhaps, turn your experience in this matter to good account in some way."

"Well," said the Rev. Mr. Marsh, "I have never told the story outside of our own family circle, but I think it will bear telling to you. I was settled in this parish in the autumn of 187–, and I was married the following spring. I had been engaged to Mary, here, for some time, but did not consider it necessary to make the fact public. There were a good many marriageable women in town, and no one can blame them for considering me fair game, (excuse my conceit in the premises.)

"At the first sewing society which I attended, there were no less than six of these damsels, who brought their own work, engaged in embroidering mottoes, which were then just becoming all the vogue. Of course, I was expected to say something pleasant to every one of the fair company, and I had a good many agreeable things to say about those mottoes. I said that the influence of the words of a noble or touching sentiment always before one's eyes had a good moral effect; that pithy scriptural texts made thus familiar, brought comfort and strength to the soul; that the bright and tasty colors made a room cheerful; that when wrought by the hand of a friend they were, above all things, the most appropriate for a present; and a good deal more of nonsense, sprinkled in with a little sense of the same sort.

"Christmas was coming; my broadcloth was seedy, my dressing-gown out at elbows and frayed at the edges, my cravats rusty, my hose in a fearful state. I had not a glove with a whole finger, a handkerchief, collar or cuff that was not darned, or a shirt that was not more or less ragged. I trusted to the observant eyes of my lady friends and the garrulity of my washerwoman to make these facts known. I know that my church and parish were aware that I was poor; that I had strained every nerve to the utmost to get my education; that my salary was small, and that I needed every penny, over and above my board, for books. My people, however, seemed kind and appreciative, and I don't think it is to be wondered at that I looked forward to the holidays with some anxiety. I roomed here at the parsonage, and boarded with Deacon Saunders, across the way.

"'As there is to be no Christmas-tree this year,' said Mrs. Saunders, as I was going out from tea Christmas eve, 'I presume your presents will be placed on the front porch, within the storm-portal. So if you hear footsteps about the house during the late evening, you need not feel alarmed.' I went to sleep with visions of necessary and longed-for articles of wearing apparel floating before my vivid imagination.

"You will hardly believe me when I tell you that, as I opened my front door on Christmas morning I found lying outside twelve mottoes neatly wrapped in paper, each containing a pretty note of presentation, with finely worded compliments of the season, from a fair and unmarried parishioner, and—I found nothing else! I glanced down to my dilapidated slippers, after I had carried the packages up stairs and opened them, and sighed for the good old days when young ministers were overwhelmed with those always necessary articles.

"Well, I drove nails in the walls of my bed-room, and hung up the awkward, oblong frames, to get them out of the way. Subsequently I thanked in person every one of the young and old girls and widows for her gift, and told her it was hanging in my chamber. I was the possessor of 'The Lord Will Provide' in four different patterns hanging four deep at the foot of my bed. It is a cheering sentiment, and I implicitly believe in the gracious promise. I took it for my text the next Sunday, and how conscious the fair donors looked! This bit of experience opened my eyes a little, and I thought it best to let the fact of my matrimonial engagement be known to my people, and to hurry up my nuptials.

"The older parishoners heartily approved, and kindly offered to assist about making the parsonage ready and in fitting it up, especially in the way of a good larder. (In justice to myself, as well as to my wife, with my then poverty in mind, I ought to say that she had a little patrimony of her own.) A modest sum was raised for the purpose, which was judiciously expended by a committee of ladies, and a great many, who had no money to give, provided contributions of provisions and necessary house keeping articles. My heart misgave me in regard to these presents when an elderly visitor asked me would I leave the key of the parsonage with the sexton, so that any one could go in and leave whatever they wished to, when they pleased, and nobody be the wiser?

"I returned home with my bride after an absence of two weeks. Our coming had been unannounced, and we quietly and unceremoniously walked into the parsonage and took possession. Mary and I looked over the contributions to our household effects with no little curiosity. There were some useful and valuable articles, but *mottoes* predominated. I ran up stairs and brought down those we had already on hand, and we arranged them around the parlor for a temporary effect. The room looked like a motto emporium. There were illuminated mottoes and embroidered mottoes; mottoes in white, black, gilt and silver card-board, and mottoes in spatter work.

"'I like mottoes,' said Mary, 'but I do think it is necessary to have something else to keep house with; one cannot live by mottoes alone.'

"At first she declared they should be left in the parlor for the edification of our callers; but I told her that would not do, for the people who presented them meant well. She then proposed getting up a fair, asking an

admittance fee, and afterwards selling the whole stock at auction; but I vetoed that at once, on the ground that it would be unkind, and furthermore that she would not get a bid. She next suggested decorating the various school-rooms in town with the mottoes, and that was a happy thought.

"I had just been elected a member of the Superintending School Committee, and had been made chairman of it, with liberty to expend a certain sum for repairing some of our school-houses. Part of the money I expended for inside paint, wall-paper, and curtains. A merchant in the neighboring city took the mottoes that were not appropriate for a school-room, and in return gave me those that were. They have been followed by purchases and gifts of maps, pictures, globes, books of reference, vases for flowers, and shelves and brackets to put them on, until our former school-houses roughly finished, and in some cases squalid school-rooms, are now comfortable, attractive apartments, where the children are taught a certain refinement and given a certain desirable bias, which cannot be obtained from text-books, nor by word of mouth from the best of teachers."

Said a gentleman from Hartford, who heard this little story recently, "I am going to tell it at the American Institute of Instruction at St. Albans next July." "Do," said I; "but I shall try to get the start of you." He looked puzzled, but should he happen to see this in his JOURNAL, he will know what I meant.

REMINISCENCES OF VASSAR.

BY MRS. SARAH M. WYMAN.

(I.) — 1865.

On one of those initiative days in September, when Nature is preparing her crown of opals and rubies and garnets, fringed with gold, we saw, for the first time, the walls of Vassar College.

Early in the morning we had left the "Gregory House," the rendezvous for that old-fashioned promptness, which brought us to Poughkeepsie on the very day the registrar of the college had requested us to come. The amount of dust in the street seemed unpardonable in the dewy morning, and the way long. But suddenly our reveries were interrupted with the exclamation, "There it is," and, sure enough, we were on the highway by the college grounds, and only a short distance from the goal of our ambition, — a college for women, where

> "They might grow
> To use and power in this oasis, lapped
> In the arms of leisure."

There were four of us, — strangers until we met, the Saturday before, on the pier,—since, united by a common interest and zeal. Forgetful of decorum, we lost no time in effecting as much of a jubilee as was possible with four "unprotected women," in the short space of as many minutes. Henceforth,—

> "Two heads in council, two beside the hearth,"

exclaimed the esculapius of the college, — one of the four,—with dark, penetrating eyes, evidently conscious of power, and learned in "whatever men are taught."

There was a lull of voices, and each observed on the face opposite a look of disappointment, and each instinctively understood its signification. Vassar College was not the imposing structure overlooking the Hudson which had been depicted upon our imaginations. Massive and ample, without tree or shrub, it stood on the plain, its brick walls extremely suggestive of nunneries and cloister life. We passed the porter's lodge, and soon were ascending the steps, above which glistened in white marble the words, "Vassar Female College." In less than six weeks from that day the students, with the consent of the faculty, had unanimously decreed that the middle word of the inscription should be forever stricken from human tongue. Accordingly, henceforth, from that day, it has been, and ever will be, simply "Vassar College," and the decree perpetuated by a blank space of marble between the words.

We shall never forget our first impression of her who came to meet us as we entered the hall, not yet cleared of boards and shavings and carpenters' tools. Hurrying down the stairs, the soft lace about her face blown back by the breeze, she extended both hands in a motherly greeting that touched our hearts. Around her cheeks were clustering curls, natural and graceful as a child's, although touched with the grey of richly-matured womanhood. Apologizing for the rubbish, with the acknowledged fact that builders never complete their work quite as soon as they promise, she led us across the hall, and up the broad staircase, into her own parlor, a little boudoir of beauty, revealing the artistic taste of the first lady principal of Vassar College.

"This is to be the teacher's rest," she said, conducting us to her library with a western outlook, and with luxuriously inviting lounges and chairs, spotted with rose-buds. "When the leaves are off the trees, I'm told that through yonder little opening you can just get a view of the Hudson. I was so disappointed!" she added, with an intuition that had divined our own experience. Then she proceeded to enumerate the advantages of Vassar's present location, until we were all convinced, and ready to convince each coming dissenter.

She led us from room to room, through the long corridors, which extended on every floor the entire length of the building, excusing every defect, and directing our attention to whatever was unique and attractive. Had she been in her own private house her interest could not have been more absorbing or effectual.

"And these are the teachers' rooms," she said, pausing at the end of one of the corridors. "What could be more awkward! No woman would ever have planned a house like this! Not a closet in the whole building; and here you are obliged to pass through this dark, gloomy bed-room to reach your parlor. But just look at those hills! that view repays everything." The rooms set apart for the teachers, consisting of parlor and sleeping-room for each, were at the end of the corridors, and thus inconveniently arranged. The young ladies' apartments were in groups, three bed-rooms, in some instances more, opening into our study parlor. The sleeping-chambers throughout the building were furnished alike, with light cottage furniture, and wardrobes "to match," and were very inviting in their snowy drapery and untarnished newness.

At night we were summoned to the parlor where, after a few earnest words from the lady principal, with a pathos ever to be remembered, she invoked the spirit of God upon us and our undertaking, and upon those who were leaving the sweet endearments of home-life to be intrusted to our care and influence. Then, and often afterward, there was a depth of entreaty in those petitions which revealed to us the strength of one occupying perhaps the most perplexing position in the whole college.

The following day there were new arrivals every hour, —teachers from the East and from the West, selected from schools, public and private, from seminaries, and home circles, wherever tact and developed talent indicated success. A more disinterested and competent band of women it would be difficult to find. Students, also, came from North and South, weary with long journeyings, and glad of rest before encountering the dread ordeal,—examination; professors, already loaded with honors, bringing sweet-faced children and sweet-voiced wives; Maria Mitchell, seemingly a pillar of strength to her aged father, whose quiet repose, gentle courtesy, and Quaker accent made us wish we were Quakers too; President Raymond, genial and discreet, evidently the man for the place and the hour.

Before the close of the week over three hundred students were waiting to commence study, and professors and teachers impatient to begin their work. To arrange this mass of mind, to put each individual into just the niche for which she was fitted, was no small undertaking. Such extremes of capacity, perhaps, seldom meet. Ambitious parents aspired to a place in the college for their daughters, knowing little of its aims and purposes, and with very limited conceptions of its requirements. Students reporting themselves as having "finished natural philosophy and astronomy," were found deficient in the first rudiments of arithmetic. One honest girl, who gave physical geography as among the "finished" books, was asked why there were no large rivers in the western part of South America. A look of dismay came over her face, but finally she seemed to find relief in the reply, "I *know*, but I can't *think*." Others seemed in a similar mental condition. A young lady, with some pretensions, said she was "perfectly familiar with algebra." "Give me the square root of 625," said the teacher. Lines of thought came into the smooth, pink forehead. Finally she replied: "Why, I could tell if I could only remember the rule." But such as these were in the minority. The greater portion of those who presented themselves for admission to the college were clear-headed, thorough, and accurate. Determined force, combined with grace and refinement, formed a picture which, once to behold, is "a joy forever."

About fifty passed the examinations satisfactorily for the actual college course. Four of these, remarkable for depth of character, power of concentration, and insight into the abstruse, formed the junior class. The eighteen sophomores, with accessions from those "conditioned," justly the pride of the college, composed the graduating class of '68. Those deficient only in some particular branch, were afforded an opportunity to make up that deficiency. Such were the "conditioned." There seemed no other way but to institute a preparatory department, to which the larger portion of the applicants were assigned. The ardor with which some of the more ambitious students entered upon their work was in a high degree encouraging.

One young lady, prepared for the junior class in everything but Latin, determined to surmount that difficulty at once. The language was entirely new to her; in an incredibly short time she was reading Virgil, apparently as familiar with the poet as if he had written in her own tongue. "How is it that you accomplish this?" inquired the professor.

"I always spend an hour on the Latin after I know my lesson," she replied, "that I may understand every little peculiarity in the language. The *a, b, c* of *Andrews & Stoddard* clears away obstructions wonderfully.

This is not Professor Sauveur's method, exactly; nevertheless, its results in this instance were abundantly successful.

But Vassar was still in its infancy, and many a discolored spot marked the bruises of that first year. Regulations were suggested and insisted upon by one party that seemed unnecessary to another, and the question often arose, "Shall this be a college, or simply a young ladies' boarding-school?"

"A college, of course."

"Why, then, start on any other basis?"

It was difficult to determine just what restrictions should be put upon the students; whether letters should be sent from the college at the discrimination of the young ladies, or the fascinating daughters of Vassar be permitted to walk the streets of Poughkeepsie unattended by a vigilant eye; just how often the "shirks" should be allowed the shirking; just how many headaches were real, and delicate nerves, unfeigned. These were matters employing the hours of many a teachers' meeting, and yet left in a bewildering state of uncertainty.

"What shall we eat?" was also a subject to be considered, and the sensitive steward was inclined to regard this inquiry as to hygienic principles as an infringement upon his peculiar prerogatives, and to grow restless under the restrictions imposed.

The long, wearisome stairs were objectionable; the gas unsatisfactory; the steam obstinate. Soon after the first Christmas vacation, there was a heavy fall of snow. Steadily it continued through the day,—

> "And when the second morning shone,
> We looked upon a world unknown."

The mercury fell to 4° below zero. Boreas, in the fury of passion, drove all the caloric which the assiduous steam had generated, into the south wing of the building, leaving the north wing freezingly cold. A panic was imminent; consultations were held in corners; the Professor of Physics walked nervously through the corridors, turning here and there to examine steam-pipes, or hastily withdrew to the depths below, where the overtaxed boilers were faithful to their daily tasks. The gas, influenced by the general commotion, threatened total darkness. That night there was anxiety on every face. Shawls, furs, and wraps of every description were called into requisition to make the beds tenantable, and teachers wandered from room to room long after the 10 o'clock retiring-bell, with the inquiry, "Are you warm enough?" But the night passed, and although pitchers were broken with the force of the ice within, and blankets were white with frost, yet rosy cheeks and bright eyes gathered around the breakfast-tables, where the tumult of voices was cheery as ever. With one or two exceptions, we had escaped even a cold.

One of the most ridiculous, as well as perplexing, mistakes of the year, was the disposition of the baggage at its close. Great precautions were taken, and a committee chosen to fix upon a plan for its removal which should warrant safety and dispatch. This, being submitted to the authorities, was pronounced perfect; but, to the consternation of the faculty, instead of going with its owners, much of the baggage was carried in an opposite direction, and the following day several students were back, waiting for the return of their trunks, while telegrams were hourly received from New York, Albany, and other cities, "Baggage not here; if left, please forward."

But these were the natural result of a new undertaking; the remedy was usually close at hand, and the same mistakes seldom made the second time, while its general success was a constant gratification to all interested in the generous enterprise, and to none more than to its magnanimous founder. Daily was Mr. Vassar at the college, his finely-cut features lighting up with evident satisfaction, greeting both teachers and pupils in a tenderly paternal way, and apparently regarding the workings of the whole thing with surprise and delight; always welcome, for he never came in the spirit of criticism; always reverenced, in his quiet benignity and for his unequaled gift. As is well known, he was spared to the college for a year only. Just as the second year was about to open, suddenly, within the very walls his beneficence had reared, he was summoned hence, when grateful hearts were making his life beautiful in the consciousness of accomplished good, and happy in the thought that it might be prolonged for many years. *Sed deis aliter visum.*

AN OCCASIONAL SATURDAY.

A STROLL IN THE WOODS.

BY W. W. BAILEY.

We took the boys into the woods just at that date in May when everything seems endowed with life. The air was vocal with the melody of birds. It appeared as if every tree and bush contained a minstrel. Sometimes we would see the performers perched on the very topmost bough of some tree, and carolling forth their praises. Notwithstanding that the inner life of English sparrows and doves, as viewed from our windows, has somewhat altered our early-formed impressions of bird-happiness, we still like to delude ourselves, and probably will to the end. The song-sparrows and the robins were the most unceasing in their songs. The little tree-toads, or hylas, who a few weeks ago were so tuneful in the swamps, are not now heard in the day-time. We presume that at night they join the chorus of the frogs, — that wild, strange, Tannhauser-like performance. What, by-the-way, is so sweet as those early notes of the hyla? They come to us like the voice of spring itself.

There is much other animal life now in the woods. A squirrel whisks by us on a fence-rail, or stops to chatter ere he plumps into a hole. The bees, honey and humble, may be seen everywhere. How do they know that the flowers are ready for them? Do they send an *avant courier* to ascertain? Rarely do we have these velvet-vested fellows trouble us; they are intent upon their own work. No so with the dry, rattling, crisp, and hot-sounding wasps, who are always ready to pick a quarrel. We give them a wide berth. We have said that the flowers are ready for the bees. What are some of these? First, there are the violets of many species, — blue, white, and even yellow,—though we are not apt to find these all together. In the middle of our swamp we came upon the buck-bean (*Menyanthes*) in full blossom. Each lobe of the corolla, which is white, tinged without with pink, is beautifully bearded. The plant belongs to the Gentian Family, which affords so many of our choice wild-flowers. As we prepared to wade in for it through the young sedge, a snake started ahead to pilot us. We make it a point to discourage the indiscriminate slaughter of those poor creatures, many of which are absolutely innocent. A good deal of the animosity to them arises from gross superstition; we cannot be made to believe that any animal lies under the ban.

Near by, in the damp woods, we found several Jacks, preaching earnestly from their little pulpits. Sometimes the orators all face each other like men, and have it out in good set terms. Again, a disgusted parson will turn his back upon his brethren, saying as plainly as in words, "You are not orthodox; my ears are closed to you!" The bell-notes, maybe, sound the chimes for this wild-wood service.

Our little companions are interested in the uncurling, or circinate fronds of the ferns, notably the large woolly ones of the cinnamon-fern. We tell them something of the peculiar fructification of these, and of alternate generations in both kingdoms. It is early to study ferns, and we postpone their consideration for another day. We find the columbines dancing over the rocky river-banks, and digging to unearth one, find it has a thick and branching perennial root, that almost defies our strength. If we succeed, however, the plant will well repay cultivation. The beautiful Rose Family shows many species to-day, as the "five fingers," the strawberry, the shad-bush, as well as the various fruit-trees. The Heath Family is represented by the berries now in flower, and the figworts by the funny *Pedicularis*. Stepping aside into a boggy meadow, on the way home, we pick the large and homely Pennsylvania saxifrage. Superficially, one would hardly know it for a cousin of the pretty little early species.

May is a month of flowers. It would be tedious and unprofitable for us to catalogue its treasures. We merely indicate here a few of the many plants one can find on a short jaunt. Each one will offer a text, which, properly used by the teacher, becomes eloquently instructive.

ABOUT WILD FLOWERS. — (X.)

BY H. L. CLAPP.

May 25. An acquaintance with the leaves of the Solomon's Seal will help us to distinguish two other members of the Lily Family now in blossom in woods. Both are species of *Smilacina*, or False Solomon's Seal. The smaller plant (*Smilacina bifolia*), is from three to five inches high, and commonly has

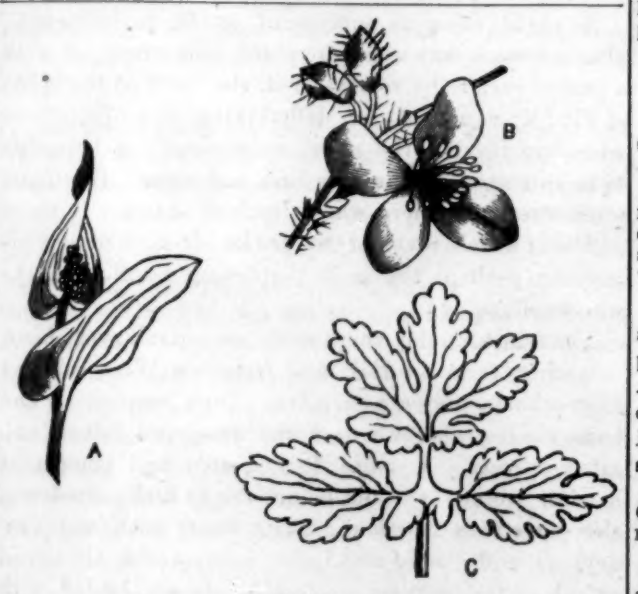

FIG. 9.

but two leaves (Fig. 9, *A*), but sometimes three. The leaves are heart-shaped, somewhat clasping, and, in the common plant (the variety *Canadensis*), sessile. Although the habit of this plant, being erect, bears but little resemblance to that of the Smilax, which is trailing, the leaves of the former resemble somewhat those of the latter, whence the name, *Smilacina*. The flowers are white, and in a dense cluster before the upper leaf, suggesting a white statuette relieved by a tall, green bracket. The fruit is arranged in a cluster of red berries.

The larger plant, *Smilacina racemosa*, or False Spikenard, a short distance away might be mistaken easily for the true Solomon's Seal, as its habits and leaves are very similar to those of the latter; but the flowers of the former are very small, greenish, and in a loose cluster at the end of the stalk, while the flowers of the Solomon's Seal are disposed singly or in small groups along the stems. The False Spikenard has about eight or nine leaves, six inches long and two or three wide, prominently veined, and arranged alternately, on a single stem about two feet high. The petioles, if any, are short, and sometimes purple. The rootstock is fleshy, and shows the seals like the true Solomon's Seal. Although the flowers of the Lily Family already mentioned do not suggest the Lily much, the veining of the leaves is striking, and characteristic of the larger portion of the specimens in the family, and furnishes an important lesson in botany.

The Celandine (*Chelidonium majus*) takes its name from the Greek word for swallow, because it begins to blossom when the swallows first appear in spring, and it also ceases to blossom about the time the swallows depart for a warmer clime. Both like the society of man seemingly, as the swallows build under the eaves of barns, and the Celandine is usually found about houses, and walls and fences near houses. At a glance it might be taken for a Buttercup, on account of the fine yellow of its petals, but a second look would disclose four lustreless petals, while the Buttercup has five or more glossy petals. Again, the petals are arranged in the form of a cross (Fig. 9, *B*), and for that reason it might be taken for some species of the Mustard Family, as the petals are disposed in a cruciform plan in that family; but the Mustard species has six stamens, while our plant has a great many. Its behavior in flowering is unusually interesting, because such pronounced changes take place in so short a time. The two green and hairy sepals fall when the petals expand, and the petals themselves soon fall (*fugacious*), while the long seed-vessels complete the change; and at the same time on the same plant we see buds, flowers, and pods in all stages of growth. What more can be expected? We must not fail to notice that the flower-stalks (*peduncles*) diverge like the wires of an umbrella, and form an *umbel*.

The leaves of the Celandine are unusually fine, of a bluish-green color, with extremely graceful outline and finely-proportioned lobes. The radical leaves are often more than a foot long, and are to be seen in sheltered places soon after the snow leaves the ground. Our illustration (much diminished) of the end of a stem-leaf (Fig. 9, *C*) gives but a faint idea of the beauty of the leaf itself, but the form may help to identify the plant. The Celandine is bristly, and has an *acrid, orange-colored juice*, which country children sometimes use for paint. One plant belongs to the Poppy Family, which has but few representatives among the wild flowers of this country. One of the commonest members is the Blood-root (*Sanguinarid Canadensis*), which blossoms in rich woods during April and May. The common name comes from its orange-red juice.

The chief characteristics of the Poppy Family are, *milky or colored juice, fugacious sepals* falling when the flower expands, *early deciduous petals*, and *many stamens inserted under the pistil*. When the Celandine is picked, one caution is necessary, — put it in water as soon as picked, as it wilts very quickly. Although four petals is the usual number in the Celandine, occasionally more will appear, as nearly all plants have a tendency to convert some of the stamens into petals and become double.

May 21, a single plant of the Marsh Marigold was found having five double flowers, and to-day a Celandine having five petals.

MATHEMATICS.

All communications intended for this department should be directed to the Editor, Prof. E. T. QUIMBY, *Hanover, N. H.*

PROBLEM 165.—Prove that if from any point in the circumference of a circle circumscribing a triangle, perpendiculars be drawn to the sides of the triangle (one side must be produced), a line connecting the intersections of these perpendiculars with the side will be a straight line.

Construction.—Draw any triangle *ABC*, and circumscribe a circle. From any point in the circumference, *D*, draw the perpendicular *DF* to the nearest side *BC*. Draw *DE* perp. to *AB*, and *DG* perp. to *AC* produced. Mark the intersection of *DE* and *BC* as *H*. Join the points *G* and *F*, and the points *F* and *E*; then will the lines *GF* and *FE* form one and the same straight line.

Proof.—In the quadrilateral *CGDF*, the angles *CFD* and *CGD* are right angles; hence, since the four angles = four right angles,

(1) $GCF + GDF =$ two right angles.

(2) $GCF + FGC + GFC =$ two right angles, being three angles of a triangle.. Placing first members of (1) and (2) equal, and subtracting *GCF*,

(3) $GDF = CGF + CFG$.

(4) Similarly, $GDE = AGE + AEG$.

(4) — (3) gives, since $GDE - GDF = FDE$ and $CGF = AGE$.

(5) $FDE = AEG - CFG$.

(6) $AEG = EBF + EFB$. Substituting (6) in (5),

(7) $FDE + CFG = EBF + EFB$.

In the triangles *DFH* and *HEB* the angles *DFH* and *HEB* are equal, being both right angles. The angles *FHD* and *EHB* are equal, being vertical angles; hence,

(8) $FDH = EBH$. (7) — (8) gives, since $FDH = FDE$ and $EBH = EBF$,

(9) $CFG = EFB$. Since *BFC* is a straight line, *EF* and *FG* must form a straight line. Q. E. D.

E. Greenwich, R. I., 1881. M. R. CONABLE.

HORSFORD'S ACID PHOSPHATE, in the restoration of weakened energy, and impaired vitality, is wonderfully successful.

CORRESPONDENCE, NOTES, AND QUERIES.

[The Editor is not responsible for opinion in THE JOURNAL except as expressed in the editorial columns, or over his signature. He cannot promise to return rejected MSS., or correspond with the writers. Correspondents should aim at brevity; the pressure on our columns imperatively demands it.]

THE JOURNAL AND SCHOOL SUPERVISION.

One of the most efficient aids to the school superintendent in his work is an educational publication, like THE JOURNAL, which comes weekly to each one of his teachers. The superintendent cannot find time to present and illustrate, to the many teachers under his charge, the best methods of school management and instruction. Through the monthly meetings and the frequent school visits he can touch but briefly the many points which mark the line of educational progress; but when THE JOURNAL OF EDUCATION comes, in its freshness and fullness, every week, to each teacher, the superintendent may feel that the many words he would speak, and the subjects he would illustrate, find presentation there. It seems almost impossible to secure the best results without this aid to supervision.

G. T. FLETCHER.

A VALUABLE INSTITUTION.

A Womans' Educational and Industrial Union has been formed in Boston, of which Mrs. A. M. Diaz is president, the object of which is mutual coöperation and sympathy among women. The rooms at 157 Tremont street are open through the day and evening to all women, where may be found a reading-room, with daily papers, magazines, and books of interest. A member of the committee is always present to receive strangers. It has a committee for visiting the sick, and an Agency of Direction which gives information in regard to localities, lectures, schools, and places of entertainment, boarding-places for women, etc. The Educational Department provides lectures and classes. The Industrial Department keeps for sale articles made by women, and takes orders for plain, fancy, and decorative work.

The social advantages of the Union are perhaps as important as any. The rooms offer a place to which all women may come and get acquainted with each other, and thereby, perhaps, help each other, and enjoy a social intercourse which ignores class boundaries, whether of wealth, culture, or position. Special social gatherings are held on Wednesday evenings. To these all women are free to come, and bring their gentlemen friends.

The Moral and Spiritual Development Committee has charge of the Sunday-afternoon meetings. These are unsectarian meetings, at which are read essays and sermons on subjects connected with the higher human interests, the meeting to be followed by remarks from the audience.

THE AMERICAN INSTITUTE.—FURTHER ARRANGEMENTS.

The Bulletin of the American Institute of Instruction, a twelve-page paper, giving full announcement of all arrangements, so far as now made, for the coming meeting at St. Albans, is now ready, and may be had on application to T. Edward Bond, Esq., 260 Washington street, Boston. The eight thousand circulars, first issued, are all distributed, consequently no more can be sent out.

The next circular, containing the program of exercises and other information, will be issued about the middle of June, and will be sent to any address by applying to Augustus D. Small, Assistant Secretary, Salem, Mass. *The Bulletin gives all information concerning railroad routes and prices, side-trip excursions, hotel rates*, etc.

In addition to the names of speakers and topics already announced, we take pleasure in stating that the services of Prof. S. S. Bloch, of Boston, have been engaged. Professor Bloch will give a lecture, illustrated by the blackboard, upon "Inflection and Stress." He will also furnish illustrative readings at different sessions of the Institute. Professor Bloch is well known in Boston and vicinity, as well as at the West, as a talented and successful teacher of elocution and oratory. A testimonial signed by many Boston teachers says: "Many of us have enjoyed the benefit of instruction from Professors Monroe and Baxter, and we can truly say that, in our opinion, Professor Bloch, as a thorough and accomplished teacher, does not rank below these celebrated masters." Professor Bloch will read, among other selections from the most classic authors, Bulwer's translation of "Schiller's Diver," in English, and will then read the original in German. The selections to be read will all be of the highest order.

"HATCHMENTS."

The origin usually assigned to the word 'hatchments' is a corruption of the word 'achievements.' But is this its true origin? I would suggest that it comes from the Latin word, *aschia*, signifying a hatchet. I am not thoroughly informed concerning the funeral ceremonies that prevailed among the Romans, and do not know how the hatchet may have been associated with them; but it is my impression that it was sometimes alluded to in the inscriptions upon tomb-stones. A monument to the dead was occasionally, if not always (if I am not mistaken) said to be dedicated *sub aschiâ*, or "under the hatchet." If so, in what way did the hatchet come to have any connection, symbolical or otherwise, with the dead? Was the hatchet alluded to, the lictor's hatchet, thus signifying that the tombstone was erected by permission of the authorities?

These conjectures, and the line of thought that they give rise to, may be all wrong; but I am not satisfied with the origin given to the word 'hatchments.' Perhaps some of the readers of THE JOURNAL, better versed in the mortuary customs of the Romans than I am, may throw more light upon the subject.

J. W. P.

BARNARD'S JOURNAL OF EDUCATION AS THE BASIS OF A TEACHER'S LIBRARY.

The following letter, addressed to Dr. Philbrick by Mr. Lawrence, principal of Appleton St. School, Holyoke, is a valuable testimonial of Dr. Barnard's great work, which should be in the hands of every teacher in the United States, more especially of those who are connected with our higher schools, normal schools, and colleges:

HOLYOKE, MASS., March 15, 1881.

HON. JOHN D. PHILBRICK,—*Dear Sir*:—Perhaps you will recollect that we consulted you in reference to suitable works for a teacher's professional library. In reply to our inquiry, you wrote, among other things, this: "I should advise you to purchase Dr. Barnard's *Journal of Education*, and turn over its pages by day and by night. A little more than a year ago we purchased the *Journal*, 28 volumes, and founded a library in our school building. Our eleven teachers, holding weekly meetings for the discussion of educational questions, have studied and consulted these twenty-eight volumes nearly every week since the purchase. We send you this note to tell you how grateful we feel for your wise advice. Our year's study has improved our methods, given us broader and more correct views of education, and increased our love for our profession. The improvement of our schools has been very marked. We are free to acknowledge that this change is largely due to the influence of Dr. Barnard's *Journal*, in which are presented the best methods of teaching used in Germany, France, England, and America; a complete history of education; and an exhaustive treatise of every important educational topic. We feel sure that could the real merits of this great work be known, nearly every town and every large school in the country would purchase a full set within a year.

Yours very truly, H. B. LAWRENCE,
Prin. Appleton St. School, Holyoke, Mass.

HEALTH AND TEMPERATURE OF ATLANTA, GA.

Inquiry is often made as to the healthfulness of Atlanta, and the safety and comfort of travel in the South in July, to attend the meeting of the National Educational Association.

On the healthfulness of the region in which Atlanta is situated, Dr. Gatchell, of Chicago, writes:

"In the highlands of Northeast Georgia is a region where both consumption and pneumonia are at a minimum. . . .

While studying the vital statistics of the census of 1850, which gave the mortality of counties as well as of States, I was impressed with the salubrity of Northeast Georgia. This impression was confirmed by subsequent investigation."

The doctor's enumeration of especially favored counties includes Fulton, the county in which Atlanta is situated.

By reference to the chart of the Smithsonian Institution, it will be observed that Atlanta is on the same isothermal as Washington City and Northern Kansas, showing a mean summer temperature of 76°.

The record of temperature for the month of July in 1879 and 1880, as registered in the United States Signal Service office at Atlanta, gives the temperature for the five days including the three selected for the convention of the present year, as follows:

July.	1879. Mean.	Maxi.	Mini.	1880. Mean.	Maxi.	Mini.
18th,	75.2	87	73	78.7	88	67
19th,	69.0	73	67	80.2	88	67
20th,	74.5	81	65	80.2	87	72
21st,	74.2	81	68	78.5	84	71
22d,	78.7	84	68	71.7	79	70
	Mean Monthly, 80.14.			Mean Monthly, 79.7.		

The observations of many years indicate that July is the coolest of the summer months.

In the invigorating, dry atmosphere of this region a temperature of 90° is by no means so oppressive as 80° in a more humid climate. We think it safe to say that less fear of suffering from heat need be entertained than if the meeting were held in Washington, Cincinnati, or St. Louis.

KINDERGARTENS.

The graduating exercises of the Philadelphia Training-School for Kindergartners (says the *Evening News* of that city), were held at 1333 Pine street, Friday afternoon, May 20. Mrs. Van Kirk opened the exercises by stating that their aim was to give, as far as possible, an idea of the spirit of the true kindergarten, and to show briefly some of the means by which the direct results were brought about. The ladies of the class would, in their essays, set forth the theory of the kindergarten, and in their games and songs take the places of little children, and show their theories in practice. The work of the pupils was displayed for the purpose of showing the industrial occupations of the kindergarten, by means of which the children are led from the simplest beginnings to artistic inventions, often of great beauty.

Miss E. P. Peabody, of Concord, Mass., president of the American Frœbel Union, presented diplomas to the following ladies: Miss Clara A. Burr, Misses Mary Adams, Emma Barr, Amelia Genth, Hattie L. Gregory, Harrie Haasz, Alice Hall, Pauline Neidhard, Emma F. Vanderbilt, of Philadelphia; Misses Florence L. Briggs, and Emma G. Hoagland, of Germantown; Misses J. Trautman, and Emma J. Hayes of West Philadelphia; Miss Nellie B. Hunsicker, of Norristown, Pa.; Miss Anna C. Karcher, of Evansville, Ind.; Miss C. S. Laing, of Bristol, Pa.; Miss May R. Smith, of Arcola, Ill.; Miss S. L. Tomlinson, Bucks Co., Pa.; Miss Jeanie H. Almy, New York city; Miss Hannah A. Fox, West Springfield, Mass.

Among the essays read were, "Some of the Aims of the Kindergarten," by Miss Fox; "The Seed," by Miss Tomlinson; "Æsthetics in the Kindergarten," by Mrs. Burr; "Music in the Kindergarten," by Miss Gregory.

An interesting feature of the exercises was a practical demonstration of the manner of teaching music to the youngest children. The method is the "Tonic Sol-fa System," introduced by Professor Batchellor, of Boston.

QUERIES.

No. 153. Baked beans *are* a New-England dish. Baked beans *is* a New-England dish. Which is correct? Also, which of the following: There *are* a lot of people gathered already; there *is* a lot of people gathered already. Q. Z. X.

LITERARY ECLIPSES.

[This department of THE JOURNAL is under the charge of W. H. EASTMAN, *Auburn, Me.*, to whom all communications relating thereto should be addressed. Solutions to the following, also good original puzzles for publication, are solicited. *Answers in two weeks.*]

AN AMERICAN LITERARY ENIGMA: 93 LETTERS.

My 5, 83, 53, 43, 62, 93, 76, is an essayist.
My 15, 92, 2, 18, 75, 57, 77, is a journalist.
My 39, 10, 1, 61, 9, 80, 72, 8, is a poet.
My 86, 34, 48, 9, 25, 37, is a biographer.
My 69, 65, 54, 89, 76, 13, is an ex-senator.
My 28, 16, 84, 66, 12, is an ex-president.
My 6, 47, 88, 26, 74, 30, 91, was an actor.
My 90, 3, 65, 42, 19, 37, is a lecturer.
My 22, 8, 85, 33, 7, 68, 73, 56, 67, is a lady novelist.
My 21, 40, 63, 41, 81, 14, was an Irish exile to America.
My 49, 52, 23, 17, 43, 87, 69, 44, 37, 31, is a newspaper.
My 45, 4, 51, 43, 21, 27, 58, was a statesman.
My 78, 50, 64, 55, 32, 79, 36, 13, 88, is an artist.
My 70, 76, 13, 11, 46, 27, 59, 51, 24, 29, 7, 2, 82, is a *nom de plume* of an author.
My 40, 70, 50, 60, 39, 36, is the name of a river.
My 20, 1, 55, 68, is a novel.
My 2, 7, 71, 66, is the governing element of our free institutions.
My whole expresses the aim of every true American.

J. B. DEVINS.

MAGIC WORD-SQUARE.

* * * *
* * * *
* * * *
* * * *

Four words of four letters each, and each word contains every letter. *Definitions*,—clear of expense; volcanic mountains; Latin preposition; charmed. Can be arranged in four different ways, and be read down, up, right, or left, with same result every time. Also each diagonal reads the same, either way.

MILLAR.

SKELETON SHAKESPEAREANISM.

B-w, b-w, t-u w-r w-d,
T-u a-r n-t s- u-d
A- m-'s i-e;
T-y t-h i- n-t s- k-n,
B-e t-u a-t n-t s-n,
A-h t-y b-h b- r-e.

LITTLE NELL.

ANSWERS TO PUZZLES OF MAY 12.

ENIGMA AND ACROSTIC.—

H A M B U R G
E L A I N E
N E R O
RUTH THE GLEANER
Y O U N G
W I N K L E
L O N G F E L L O W
O L I V I A
NUMA POMPILIUS
G U R T H
F A L I E R I
E V E L Y N
L E S S I N G
LADY OF THREADNEEDLE STREET
O T H E L L O
W H I T I N G T O N

CHARADE.—Dead-head.

ANSWERS RECEIVED. — The following solutions to recent puzzles have reached us during the week: E. L. Haskins, East Amherst, Mass., answers *Enigma* of May 5. Rowena A. Pollard, Ludlow, Vt., and Mrs. J. H. McLoud, Hardwick, Vt., answer both *Enigmas* of same date. E. P. Barker, Dudley, Mass. (Nichols Academy), and J. B. Devins, New York city, answer both *Enigmas* of May 12.

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All letters relating to subscriptions should be addressed to HIRAM ORCUTT, Manager of Subscription Department, 16 Hawley Street, Boston.

THE NEW MAGAZINE, EDUCATION.

— EDUCATION stands at the head of publications relating to its subject, so far as we are familiar with them, and certainly is of great value. Its discussions are alike philosophical and practical.—*The Congregationalist.*

— The article upon the "British Race," in a recent number of EDUCATION, is worth much more to every reader and teacher of history than a year's subscription. EDUCATION is surpassing expectation.—*J. C. Greenough.*

— The fifth bimonthly number of EDUCATION for May-June is out. The serial has already achieved a high reputation in Europe, as well as in America, and it is a pleasant duty to indorse the favorable notices it has already received. There is not, to our knowledge, any educational magazine on this continent which offers so large an amount of useful and suggestive information on all topics of advanced education as this international publication, and we congratulate its enterprising editor on its now well-assured success.—*The Commonwealth.*

THE Concord School of Philosophy will open on Monday, July 11, and continue five weeks. The lecturers this year are Mr. Harris, Mr. Alcott, Mr. Emery, Mr. Sanborn, Dr. Jones, Mr. Snider, Mrs. Julia Ward Howe, Miss Peabody, Mrs. Cheney, Rev. Dr. Kidney, Rev. Dr. Hodge, Mr. Cabot, President Porter, Rev Dr. Bartol, Dr. Mulford, Professor Mears, Professor Watson, Mr. Blake, and others. Teachers will be interested in the program found in another column.

THE remark is truly and forcibly made, concerning some of our national politicians, that they have never introduced a measure of legislation whereby a single line has been added to the national statutes.

This remark cannot be truthfully uttered concerning President Garfield, whom we call the "Teacher-President." On the 14th of February, 1866, he presented in Congress a memorial from some of the leading educators of our country, asking for the creation of a National Bureau of Education. He framed and introduced the bill establishing that Bureau, and was chairman of the House committee which had it in charge; March 1, 1867, the bill received the President's approval and became a law. Ex-Governor Boutwell was a member of the House Committee named.

THE meeting of the New England School Superintendents, on Friday was the largest and most practical that has ever been held. As will be seen, the various phases of the teacher-question were discussed, and Dr. Philbrick's paper is published entire. The "deadline" of the meeting was "the incompetent teacher" and what to do with him. Superintendent Stone settled the question by saying that incompetents should not be employed. Then the questions were raised as to who are incompetent, and who are the proper judges of incompetency, neither of which was clearly answered. Several superintendents gave practical lessons from experience as to their attempts to remove teachers whom they regarded incompetent, and all agreed that great care should be taken, first in weighing the evidence as to unfitness, and second, as to the steps to be taken for the removal of such as merited dismissal. Superintendent Harrington urged with great earnestness the suffering condition of the schools, for the lack of well-qualified teachers, and thought that the axe [of excision] should be laid at the root of the tree [of professional incompetency]. But still the riddle of "The What and The Who" remains unanswered. The report will be read with interest.

THE National Educational Association will meet at Atlanta, Ga., July, 19, as stated in the program in another column. The agent of transportation, Mr. Edward Danforth, of Elmira, writes that very low fares have been secured for the North and West. The rates from New York are as follows; all rail, from New York to Atlanta and return by either of the lines, $37.50. *The Old Dominion Line* of steamers from New York to Norfolk will sell through tickets (round-trip by Norfolk, Lynchburgh, Knoxville, Dalton, etc.), for $32.50 (including steamer meals and state-rooms, and hotel charges at Norfolk); or by Richmond and Piedmont Line, from Norfolk, for $35; from Buffalo, Salamanca, etc., by Cincinnati, the rate is $29. Other points will be rated in our next issue. The council of education will meet at Atlanta on Monday, July 18; and it is quite probable that an informal meeting of those of the members who can conveniently attend, will be held at Lookout Mountain a day or two earlier, to perfect the reports of committees, etc.

SOME of the politicians are striking back in reply to the criticisms on popular ignorance and partisan interference with the right of suffrage, by denouncing the State of Massachusetts for her law restricting the vote to men who can read and write the English language. The New York *Independent* joins in the cry, and demands that the old Commonwealth shall rectify this "injustice" and summon her ignorant population to assist in making her laws. Now if it were difficult or impossible for anybody in Massachusetts to learn to read and write, there might be force in this criticism. But in no State in the world is there such complete provision for the instruction of the people in the knowledge that makes for good citizenship as in Massachusetts to-day. What with the compulsory district school of the country; the excellent schools of the cities, including evening schools for illiterate adults; the laws protecting children against unscrupulous employers and clearing the streets and highways of vagrants,—there is absolutely no reason why anybody should lose his vote from lack of opportunity to learn the simple art of reading and writing the English tongue. One of the excellent results of this law is that school-children are all the time engaged in teaching their illiterate fathers of foreign birth the measure of reading and writing essential to the suffrage. No large number of men in this State are shut out from the ballot-box for this cause, and the law is enforced in the most generous spirit to encourage rather than repel the voter. It may be "democracy," in some quarters, to hold that a stupid peasant from Canada has the right to move to Massachusetts, refuse to learn the English language, join his priest in resisting the educational, labor, and vagrant laws of the State; get a better living out of the old Commonwealth than he ever dreamed of at home; and then claim the "inalienable right" of choosing her rulers and making and administering her statutes; but the average "live Yankee" of Massachusetts, just now, don't see things in that light. The day is coming when every American State, in self-defence, will follow the lead of Massachusetts in her educational and civic policy in this respect.

THE BISHOP AND THE SCHOOLS.

OUR old friend, Bishop B. J. McQuaid, is out in the *North American*, with his last bull against the common school, which he blandly characterizes "a Christless and Godless failure." When we consider that the Catholic bishops, for the past thousand years, have had supreme control of the education of the so-called Latin races in Europe, and for two centuries of the whole of the western continent save that gathered into the "godless" schools of the Protestant people in the United States and Canada, we naturally look for the result of the system unfolded by Bishop McQuiad. The results appear in Italy, where, in 1860, eighteen of its twenty-one million of people could neither read nor write; in France, where thirty-seven per cent. of Frenchmen, at the same period, were in the same condition; Spain and Portugal, and the countries of the New World colonied by them, in which ignorance is the law and the education of a superior class the exception; in French Canada and Louisiana, the most hopeless populations of European descent in North America. The Catholic bishops have attended carefully to the training of the Catholic priesthood, and have devised a picturesque system of superior culture for the higher class in every State. They have given education to the masses in every land just in proportion to the outside pressure of public opinion. Their American parochial school is itself the offspring of that universal demand for popular intelligence created by the common school they denounce. The coolness of our good bishop in writing down the American school as "a failure," can only be figured by an iceberg ascending the Mississippi with the thermometer at a hundred in the shade.

Our bishop is hard to suit. The old-time Yankee school, in which the master read the Bible, made long prayers, and "tried on" his first sermon, he rejects, as "sectarian." The new Boston school, in which the teacher is requested to put his religion into his manhood and dicipline, he denounces as "Godless." The Catholic bishops,—not the people, nor the priests,—are responsible for the banishment of the Bible from the common school in several of our cities and two or three of our States. Their policy invariably is to agitate, through the politicians, for the banishment of everything that anybody calls religion from the common school, and then cover it with defamation as "Godless." They seem to forget that a school, like a man, is Godly according to its radical reverence for truth, its practice of the Christian virtues, and its example of a high order of intelligent and moral manhood and womanhood. Bible reading, prayers, ceremonies, exhortations, according to high authority, are only valuable when subordinate to a charcter founded on love to God and man. Tried by this test, we are prepared to show hands with any class of "Christian schools," public or private. *There is no institution in America doing more to build up the Christian virtues in American youth than the common schools.* The bishops can dispute this, but the fact remains. And of nothing are the churches of every name so much in need, to-day, to supply the very condition of securing high spiritual results, as the style of popular intelligence and morality that everywhere follows the faithful use of our American system of common schools.

The bishop parades figures to prove that the parochial school system is saving the people of our large cities from taxation to support the common school. The suggestion is unfortunate. The bishops are responsible for the total ignorance of thousands of vagrants who would be in good common schools were it not for their own influence over their parents in keeping them out. Their parochial schools are incompetent to give other thousands the training required for success in American life. The harvest of crime paraded in this article, with its attendant pauperism, is largely the result of ignorance and inefficiency among classes who look to the bishops for infallible guidance in educational affairs. When the books are posted, at the

end of a generation, we shall see whether our cities have gained or lost by the growth of an ignorant class, developed by the "Christian policy" lauded by Bishop McQuaid.

It may be shrewd to charge the State with "getting between parent and child," when the bishop commands the parent to remove his child from a good school on pain of excommunication. "Communism" is not an American disease, but imported from an order of affairs abroad for which bishops, kings, and aristocracies, and not common schools, are responsible. Bishop McQuaid may as reasonably demand that Catholic Christians shall be placed under the supreme control of the bishops in all affairs of public moment, as in public schools. The common school offends the papal "conscience" at all these points, if at any. If Bishop McQuaid's conscience is outraged by the education of the children in useful knowledge, good morals, and gentle manners, in the public schools of Rochester, it may be a reason why the people should watch the bishop,—not why they should give him twenty-five thousand a year to build up a parochial school as a feeder to his own church.

Of course, if the Catholic American people prefer to submit to the commands of their bishops and remove their children into second-rate schools, at the risk of remanding them to back seats in American affairs, they have the undoubted right so to do. But the American people will respectfully decline the invitation of these right-reverend gentlemen to destroy the most vital American institution for the doubtful advantage of a back-down on the system of "Christian education" now repudiated by the whole civilized world and the genius of modern times.

MECHANISM VS. MIND.

There are two sorts of vigorous school-teachers whose work ultimates itself in widely different results.

The one is, to some extent, the outcome of our new and severe system of grading in large city schools. Where the material of these schools will permit, the system often becomes little less than a prodigious machine, into one end of which the infant of five years disappears, to emerge, at twenty, a full-fledged graduate in school lore. Now there is no absolute necessity that a good graded school should be a foe to a proper development of the pupil. There is a good deal of nonsense among amateur schoolmen, in regard to the development of individuality through school life. Individuality is the stamp of God on body and soul, and can neither be greatly increased nor diminished by any meddling of man. The one essential work of the sanitarian is to minister to the general health of the body. A good beefsteak, pure air, sunshine, water, and exercise turn out blue eyes and auburn hair, or black eyes in the brunette, according to the mysterious intention of Him who abhors monotony and never repeats Himself in the least of His creations. In like manner, a good method of general mental training, with wholesome moral and industrial discipline, will turn out numberless varieties of scholarly character, while the conceited pedagogue who attempts to fumble with this miracle of individuality will succeed only in becoming a temporary tyrant and a nuisance in the school-room. The evil that comes from a mechanical abuse of the graded system is not so much the neglect to develop the individuality, as the utter failure to move the springs of that common culture which is the first necessity of real education.

An over-zealous teacher can easily become infatuated with the superficial working of a thoroughly graded school. There are always a few bright children in every school-room who eagerly take to well-ordered methods of instruction, kindle their own fire as they go, and, unless held well in hand, monopolize the real work of the class. The enthusiastic teacher is captured by their readiness, whirled onward by their vivacity, and, spite of himself, often comes to look on them as his entire brigade. They, in turn, inspire the dull and dependent majority with a superficial habit of imitation and readiness to catch correct answers, so that the very elect are often misled. The result is seen in thousands of schools, where the mechanical habit of discipline and instruction is carried to a marvelous point. Before such a class we stand, as in the presence of some wonder-working piece of mechanism, afraid even to think there may be an illusion under this stupendous show of mental activity, yet conscious that no healthy child can be so "smart" as every child appears to be. The misery of it all is, *that no pupil in the room has really been trained or taught in any deep and vital way.* The whole movement is mechanical; transmitted from the intense vigor of the teacher, through the more energetic pupils, to the entire crowd. And it resembles real teaching much as the tremendous buzz, awakened by a boy stirring up a bee-hive with a long pole, could be likened to the natural journeying of the bees, themselves, from flower to flower, to gather honey for a winter's store.

The true teacher is no enemy to a truly graded school. He believes in orderly arrangement, a fit curriculum, good methods of instruction, and discipline. But he uses all these as aids to the real work of stirring the mind, awakening true impulses, and developing native activities. He does not object to the leadership of his class by the superior few; for every school-room is led by its leading class, and to teach without such aid would be useless. His real aim is the common personality of every child. He seeks to arouse the love of truth, the thirst for knowledge and to train the working-powers common to all. In doing this, in a vital way, he does not produce a slavish uniformity. One boy, on being awakened to the love of knowledge and fitly trained, becomes a superior linguist, another a lover of science, a third a mathematician. James remains James, and Mary is not changed to Jane or Joe, because all receive the common training that underlies a true individuality in every child of man. In this school the motive-power is not a force from without, but an inspiration from within. The deep earnest and genuine sympathy of the teacher kindles, first, the more generous and susceptible, and creates an irresistible public opinion on the side of thorough study and good conduct. Right examples and real methods of study are as contagious, in their own way, as mechanism in its shallow sphere. So this teacher, because he is a deeper and broader man, appealing to the nobler side of youth, carries the keys that unlock the eager mind, the over-full heart, and the abounding latent energy of the child. His work cannot be tested on examination day, or shown off in a display of school-room fireworks for the amazement of a wondering crowd of doting mamas and bewildered papas. But the most stupid urchin goes out from him somewhat touched with the glory and significance of life; and to many a pupil his ministry in the school-room has been an apostleship of the Almighty God, proclaiming anew the everlasting gospel of truth and beauty and love.

OBITUARY.

REV. ALEXANDER HAMILTON VINTON, D.D., died recently at Philadelphia, He was born in Providence, R. I., May 2, 1807. He received the degree of M.D. at Yale College in 1828. After practicing medicine three years, he entered the seminary of the Episcopal Church, and was ordained in New York in July, in 1835. He took charge of St. Paul's Church, Portland, from November, 1835, to April, 1836; was then for six years rector of Grace Church, Providence, R. I.; from 1842 to 1858 was rector of St. Paul's Church, Boston; then accepted a call from the Church of the Holy Trinity, Philadelphia; in May, 1861, he went to St. Mark's Church in New York; and in 1870 succeeded Dr. Huntington as rector of Emmanuel Church, Boston. A few years later he went to reside on his farm in Pomfret, Conn. He occasionally delivered lectures before the Episcopal Divinity School, and has published a volume of sermons, and a number of addresses.

BENJAMIN WHITTEMORE, D.D., died in Boston on the 26th ult. He was born in Lancaster, Mass., educated at Lawrence Academy, and prepared for the ministry under the instruction and training of the late Hosea Ballou, and preached fifty years. He was a warm friend of popular education, and served on the Boston School Committee with Dr. Lathrop, Dr. Neale, and other strong friends of the schools. For twelve years he has been blind, but has continued to preach, being thoroughly furnished by previous extensive reading and liberal culture. His son, N. H. Whittemore, Esq., is the master of the Harris School, Dorchester District, Boston.

EMILE DE GIRARDIN died in Paris, April 27. He was a distinguished journalist, and was the first to introduce the "feuilleton," which has since become a distinguished feature of French journalism, and employed in this field Dumas the elder, George Sand, De Balzac, and other famous novelists.

DRIFT.

— The Rev. Henry Ward Beecher is represented as saying, in a lecture in Philadelphia, "that it is fundamentally unfair to tax a man to teach his children what he doesn't want them to believe. To teach an infidel that there is a God is an outrage, and not in accordance with American principles." If Mr. Beecher is rightly reported, he has reasoned himself into a logical rat-hole in his attempt to defend the broadest principle of liberty of conscience. There are more people in this country who do not believe the United States is a nation than who disbelieve in the existence of God. Would Mr. Beecher empty the school histories of unionism to gratify the conscience of Jeff Davis & Co.? The whole body of English literature and thought is constructed around the faith in God. Would Mr. Beecher open bids for a new school literature, constructed on agnosticism, to suit Bob Ingersoll & Co.? If the ultra-secular theory of the little circle of eminent Brooklyn divines who edit *The Independent* and *Christian Union* is correct, there is an end to all human government, for any citizen, with a sensitive conscience, can veto any law. The common school, like republican government, is not a jumping-jack to dodge objectors with aggrieved consciences, but an institution to educate the mass of children into good citizenship. And the American idea of good citizenship includes the whole body of the Christian morality, and the idea of an order of human society that implies everywhere the government of Almighty God. Mr. Beecher repeats his favorite illustration, that "a cotton-mill is not godless because no ritual is taught in it." Has Mr. Beecher become the foremost of American divines, and not discovered that instructing a child in school is an essentially different operation from running a cotton-mill?

— The latest, and one of the most lusty, of the Southern children of the American Missionary Association, is the Tillotson Institute, for colored youth, recently opened at Austin, Texas, under the presidency of Rev. Dr. Brooks. In situation it excels, perhaps, all the schools of its sort, commanding a magnificent view of the valley of the Colorado with its encircling hills and the beautiful city of Austin. Its school-rooms are not inferior to any in Texas, and with its five-story building has accommodations for nearly a hundred resident pupils and teachers. The doctor is heartily in sympathy with the Hampton idea of making industrial training a vital element in the education of teachers for the colored schools of the South, and will appeal to the Northern public, in due time, for the means to establish facilities for agricultural and mechanical instruction. No school among the crowd of excellent institutions of this sort has a broader field or a more genial social or political atmosphere to work in. Cannot some new Valeria Stone be found, to send Dr. Brooks back to the empire of Texas with a hundred-thousand-dollar check in his carpet-bag, to establish a new Hampton in the far Southwest?

— The city of Cleveland, O., is bidding for a place in the superior and industrial education as eminent as it already fills in the department of the common school. By the wise beneficence of two of its citizens, a well-equipped college and a group of technical schools will soon be established on one of its beautiful avenues. It is well enough for cities who are permitting their system of public education to be torn in pieces by quarrelsome priests, corrupted by ward politicians, or starved by rich and stingy tax-payers, to consider what will be the relative position of the two classes of towns a quarter of a century from to-day.

— One of the wide-awake lady teachers of the Southwest adds another to the illustrations of geography that don't begin at home. After a week's cramming for examination, she was put to sea by the question, "*Where is the Wachita river?*" Running over the long calendar of rivers, she remembered that she had not crammed on Siberia, and located it in the northeastern portion of that cheerful country. On her way home she was interested to see the steamboat, "Wachita Belle" puffing up to the levee, with a freight of cotton, just in from northeastern Siberia!

— The new materialistic theory of education found a good illustration, the other day, down in New Orleans. "Why did you play truant, yesterday, Alexander?" said a vigorous schoolmarm to a listless specimen of the genus Creole. "O, I went off to play with Julia." "But why did Julia go?" "O, I met Julia on my way to school, and she said, '*Come, Alexander, we've all got to die, so let's cut school and have a good time; for we may never have another day half as nice as this to play hookie in.*'"

NEW PUBLICATIONS.

HISTORICAL MAP OF THE UNITED STATES. Showing early Spanish, French, and English Discoveries and Explorations, also Forts, Towns, and Battlefields of Historic Interest. Edited by Rufus Blanchard, Chicago. Chicago: John H. Rolfe. Price, $5.00.

This is a map of rare excellence, and of special value to readers and students of American history. In fact it is a collection of maps and pictorial representations, among which are a *fac-simile* of a map in the Decades of the New World, by Peter Martyr, published in 1555, also a *fac-simile* of the autograph map of the Mississippi or Conception River, drawn by Father Marquette at the time of his voyage, from the original preserved at St. Mary's College, Montreal. A map of the United States of America, according to the Treaty of Peace of 1783; a map of the Five Nations belonging to the Province of New York and of the Lakes near which the Nations of Far Indians live, with part of Canada; a map showing the United States as it was after half-a-century's growth; and a map of the United States showing the acquisition of territory. The general map locates and dates the routes of early discoverers and explorers throughout the country, also the old Spanish, French, and English forts, and the battle-fields of the French and Indian War, the War of the American Revolution, and the War of 1812. There is also a convenient diagram, chronologically arranged, showing many of the events of United States history, including the succession of Congresses and Administrations, beginning with the Continental Congress of 1774. Among the interesting pictorial representations, are cuts showing "Trimountain" (Boston), 1630; "Nieuw Amsterdam" (New York), 1659; Cincinnati in 1810; Chicago in 1831; St. Louis in 1832; and Cleveland in 1833. Drawings are given of Robert Fulton's steamboat, the "North River" or "Cleremont," in 1807; of John Fitch's first steamboat, the "Perseverance," as seen on the Delaware, Philadelphia, 1787, —speed seven miles an hour; also a drawing of Fitch's second model, as seen on Collect Pond, New York, in 1793.

The work of the editor seems to be accurate and comprehensive. We wish the mechanical execution had been made better, to correspond with the merits of the map and its historical auxiliaries.

HISTORY OF WOMAN SUFFRAGE. Edited by Elizabeth Cady Stanton, Susan B. Anthony, and Matilda Joslyn Gage. Illustrated with steel engravings. In two volumes; Vol. I., 1848–1861. Price per volume, $5.00. New York: Fowler & Wells.

The design of this great work has been to put before the American people, in permanent form, something of the history of the woman-suffrage movement, derived from reports of meetings and societies, etc., during the last thirty years. The editorship has been performed by those fully qualified to do this important work. The three distinguished ladies who have edited this work have been personally identified with the movement from its inception, and they have gathered materials of great value in estimating the influences that have given this movement its present commanding position among the questions of the day now being agitated.

Not only is the work valuable to those interested in the enfranchisement of women, as the next great step to be taken in national progress and tending toward the promotion of the well being of the best interests of humanity in all directions, but it records the heroic devotion of a body of women who have struggled in the face of prejudice and opposition which has often manifested itself in ridicule even from the very class they have sought to benefit.

The reform has made progress which merits such a historic record as these great volumes will make available for the use of the student of the future, in regard to the vital interests of the republic. The brief biographical sketches of the brave actors in this grand struggle for the civil rights of women, accompanied, as they are, by many personal reminiscences, are very interesting. In some sense it is an autobiography, as much of the work is written by those who had most to do in forwarding the movement. Excellent steel portraits of the leading women interested in the reform embellish the volume. Several chapters of contemporaneous history, furnished by friends of the cause in the Old World, will appear in the second volume. The publishers have given this valuable work to the public in praiseworthy style.

THE ORIGIN OF NATIONS. In two parts: On Early Civilization; On Ethical Affinities. By George Rawlinson, M.A., Camden Professor of Ancient History, Oxford, and canon of Canterbury. Price, $1.00. New York: Charles Scribner's Sons.

The design of the learned author of this volume is to reconcile the records of secular history with inspiration, and he takes strong grounds against the views of Bragsch, Mariette, Lepsius, and Bunsen, and agrees with Poole and Wilkinson that there is nothing in the records of Egypt to contradict Bible chronology. The opinions of Mr. Rawlinson are entitled to great weight, and while it is obvious that very little reliance can be placed upon any chronological tables that pretend to absolute exactness concerning dates farther back than 200 B. C., it is clear that the Mosaic narrative stands the test so far as sufficient data have been derived from recent discoveries in the field of history. The work is one of deep interest and great value to scholars, and treats of the early civilizations of Egypt, Babylon, Phœnicia, Asia Minor, Central Asia, of the civilization of the Etruscans and British Celts.

Part II. is devoted to a discussion of the Ethnic Affinities in the ancient world. The appendices are on the Antiquity of Egyptian Civilization, by Professor Owen; and the Antiquity of the Chinese, by the Rev. Dr. Edkins, of Pekin.

BURIED ALIVE; or Ten Years of Penal Servitude in Siberia. By Fedor Dostoyeffsky. Translated from the Russian by Marie von Thilo. New York: Henry Holt & Co. $1.50.

This volume is one of unusual interest. The query will be likely to arise in the mind of the reader whether the author is narrating facts, or whether truth and fiction are blended in its pages. It purports to be the story of a civil prisoner in one of the Russian prisons of Siberia, and is written with such definiteness as to convey the impression that it is the narrative of an actual experience, and at the same time it presents such a picture of the conditions under which political prisoners receive punishment in Russia, as to lead one to doubt the accuracy of many of the statements. A trustworthy account of the Siberian prisons, modes of punishment, and condition of the life of the Russian exiles would make a book which would throw light upon the Russian civil policy which would be eagerly read.

WHO WAS PAUL GRAYSON? By John Habberton. New York: Harper & Brothers. Boston: Estes & Lauriat.

John Habberton was made famous as an author by writing *Helen's Babies*, which everybody read, and which made everybody laugh. Since then he has written a number of different things, including a popular play, "Deacon Crankett," and has demonstrated that while he possesses much originality and ability as a humorist, he is also capable of writing some very fine productions in a pathetic vein. This volume, his most recent production, is a story for boys, and while written in a style calculated to please that class of readers, displays Mr. Habberton's powers in both directions. It is an interesting and well-written story, and teaches a lesson of humanity and gentleness. It is just the book for boys to read. It is handsomely illustrated.

AN ELEMENTARY GRAMMAR OF THE ENGLISH LAUGUAGE. By Henry E Shepherd, M.A., Supt. of Public Instruction, Baltimore, Md. Baltimore: John B. Piet.

Professor Shepherd is one of the principal contributors to the *American Journal of Philology*, edited by Professor Gildersleeve, and also one of the contributors to the *Dictionary of the English Language*, now in preparation under the auspices of the London Philological Society. The author of this new elementary grammar shows the most familiar acquaintance with his subject. The work is designed to meet the requirements of a course of instruction in English, such as is usually prescribed for schools of the grade of the ordinary grammar school, and make it easy of comprehension to pupils attending schools of this character.

Extraneous and irrelevant questions have been rigidly excluded; every part of speech is separately considered and abundantly illustrated by examples, showing its varied uses, and the student is encouraged from the first to exercise his constructive powers by dealing with words as parts of sentences, as well as to cultivate his synthetic faculties by constructing sentences for himself illustrative of every one of the parts of speech. We heartily commend this manual, and think it will meet the approval of all teachers who desire to promote the study of English in accordance with rational, intelligent methods.

SECOND GERMAN BOOK, after the Natural or Pestalozzian Method, for Schools and Home Instruction. By James H. Worman, A.M., author of a series for the Modern Languages, &c.; and professor in the Adelphi Academy, Brooklyn, N. Y. New York and Chicago: A. S. Barnes & Co.

This is the second of the Chautauqua Language Series, by Professor Worman, for students in German. It is beautifully illustrated and arranged to be used with or without any other text-book of German. It adheres strictly to the *natural method*, and teaches the German language without the help of the learner's vernacular, and bases the instruction upon a direct appeal to a pictorial illustrations. The grammar is taught in order to enable the learner to speak accurately, the rules being deduced from examples. The lessons are carefully graded, and are made up of conversations on familiar topics. It is a series of rare excellence, and saves much time in learning German.

THE EMERSON BIRTHDAY BOOK. Boston: Houghton, Mifflin & Co. Price, $1.00.

It reconciles one who dreads to grow old to the fact that each year brings a birthday, if such charming volumes as the *Longfellow and Emerson Birthday Books* are among the possible gifts to be received as tokens of the remembrance of our friends. This book is beautiful without and within. The selections are choice and varied, philosophic, sensible, and practical, such as only the genius of Emerson can write. It is bound in dark-green covers, with light-green edges, illustrated charmingly, and is thoroughly artistic. When books for the price at which this is furnished can be had, we need no further evidence of the marvelous progress which is being made in the art of bookmaking. The Riverside Press is a blessing to the world, and the fine taste of the publishers is apparent in giving us such beautiful books.

ENGLISH IN SCHOOLS. A Series of Essays. By Henry N. Hudson. Boston: Ginn, Heath & Co.; 1881.

This book contains the valuable suggestions and scholarly essays which have appeared as introductory chapters to the several volumes of Hudson's "Annotated Shakespeare's Plays"; designed for school-use. It is a work every teacher of English literature will highly prize. The essays are his preface to Hamlet, English in Schools, Shakespeare as a Text-Book, How to Use Shakespeare in School, and Preface to the Harvard Edition of Shakespeare. Besides these there is a nine-page extract from the Boston *Sunday Herald*, on Henry Norman Hudson, full of interesting personal matter.

LITERARY NOTES.

— Houghton, Mifflin & Co. have bought the plates and stock of the Books for Supplementary Reading, published by the city of Boston two or three years since. We hope they will be thoroughly revised by this enterprising firm.

— *Our Little Ones* for June is out. This is one of the brightest and most deserving of the periodicals for children, and the present number is fully up to the standard, both in readability and beauty of illustration. It is published by the Russell Publishing Company of Boston.

— The Supreme Court of New York has granted the order to change the name of the corporation of Scribner & Co. to "The Century Co.," the order to take effect on the 21st of June. The July issues of *Scribner's Monthly* and *St. Nicholas* will have the new corporate imprint.

— Rev. James Freeman Clarke's *Legend of Thomas Didymus* has attracted a great deal of attention, and very properly, for it is not merely a very interesting book, but is full of the results of careful study for years of the circumstances attending the teaching of Jesus Christ, the impression produced by this teaching, and yet more by the character of the teacher.

— Harper & Brothers' latest volume of Rolfe's Shakespeare is *Coriolanus*. For family or for school use no better edition can be found. It is the only illustrated edition designed for educational uses. All the objectionable words and lines are expurgated, but the text is not otherwise changed, no attempt being made to supply the omissions.

— *Wood-Working Tools, — How to Use Them*, is a useful manual of wide, practical value, the outcome of the Boston Industrial School Association. With abundant and excellent illustrations, it shows the young artisan how to strike, cut, plane, sharpen, saw, mark off, line, bore, join, and perform various other technical tasks, with complete explanations. Published by Ginn, Heath & Co., Boston.

— Cassell, Petter, Galpin & Co. have just issued a new book of the Cassell's "Popular Library Series," entitled *Boswell and Johnson, Their Companions and Contemporaries*, by J. F. Waller, LL.D.; price 25 cents. It gives the cream of Boswell's great biography of Johnson, and presents some of the finest and wisest table-talk that is found in English literature. It is a charming vacation-book.

— Mr. Howells, late editor of the *Atlantic Monthly*, is doing a vast amount of literary work. He has just put the finishing touches to "A Fearful Responsibility," which will appear in the June and July numbers of *Scribner's Magazine*; he is engaged upon a longer serial, soon to be published in *Scribner's*; rumor has it that he is writing a play; and there are hints of further literary productions of which we are not permitted to speak.

THE MAGAZINES.

— *Barnes's International Review* for June. This number completes the tenth volume, and contains eight articles which will be found most entertaining and instructive. J. M. Gregory, LL.D., writes concerning the government of the students in the Illinois State University,—an article full of suggestive interest, not only to the faculties and students of colleges, but to all who expect their sons to become students.

Good Company ($3.00 a year; Springfield, Mass.) issues Nos. 19 and 20 together, making a double number. The opening of the new serial, and the papers on Arctic experiences by Lieutenant Schwatka, offer special attractions to new subscribers, who, if they like to read of novel scenes in strange lands, will find this number additionally attractive because of its articles of this kind.

Lippincott's Magazine for June opens with a well illustrated article on "The Lower St. Lawrence and the Saguenay," which is full of fine touches in the way of description, and will no doubt have the effect of sending many summer tourists over a line which presents so many noble features different from those of more familiar routes.

Harper's Magazine for June,—the beginning of the sixty-third volume,—is a brilliant number. It is not more attractive from the artist's point of view than it is impressive in a literary sense: having contributions from the best writers in every one of the many fields covered by its contents.

— *The Atlantic Monthly* for June has several features which will commend it to a host of readers. Besides liberal installments of the serial stories by Miss Phelps and Henry James, Jr., there are two admirable articles for the season.

INSURANCE FOR TEACHERS.—(I.)

EXTENT OF LIFE INSURANCE.

The amount of life insurance in this country at present is over 2,700 million dollars, on over 1,000,000 lives, or more than one-twelfth of the entire capital wealth of the Union. This is one and a half times as much as the amount insured in Great Britain, and seven times as much as all that is insured in France with a population equal to four-fifths of ours. The income of the thirty-four companies doing business in New York in 1878 was $80,000,000, equal to the "silk crop of India, China, and Japan." The enormous extent of this business is still further shown by the fact that one-ninth of the accumulated wealth in this country is paid to life-insurance companies.

ADVANTAGES AND NEED OF LIFE INSURANCE.

These and other well-established facts show how fully life insurance has won its way into the respect and confidence of the public, and like houses of reformation, asylums, associated charities, and modern improvements in general, it has done in the past, and is destined to do in the future, a grand work in ameliorating the sufferings of humanity. Life insurance is a business form of benevolence. It takes from the more numerous longer-lived a small sum and pays it over to the unfortunately shorter-lived. The premium paid is in one sense a premium paid for the privilege of living.

Life insurance owes its usefulness principally to the uncertainty of life, and the natural desire of every humane parent fully to protect the home. In how many thousands of cases it has saved the home from disintegration, and enabled the mother to educate and train her children to become useful members of society. Over the home of every teacher in this country should be placed the protecting shield of life insurance. When this has been generously done by one, or better by both parents becoming insured to as large an amount as circumstances will permit such a satisfaction and peace of mind follows as on that account alone, to compensate in full for all expenses incurred. A noted preacher of New York city has recently said:

"How a man with no surplus of estate, but still with enough money to meet the payments on a life-insurance policy, can refuse to do it, and then look his children in the face, and say his prayers at night on going to bed, expecting them to be answered, is a mystery to me that I never yet have been able to fathom."

Paul did not have much of a household of his own to look after, and yet he wrote to Timothy these words: "But if any provide not for his own, and especially for those of his own house, he hath denied the faith, and is worse than an infidel." Remember, then, to

GUARD WELL THE HOME.

In England the advantages of life insurance are so generally acknowledged that it has recently been proposed to make insurance compulsory for all youth. And it is claimed that such action on the part of the government would be no more arbitrary than compulsory education.

THE HISTORY OF LIFE INSURANCE

is intensely interesting. There was no insurance, in the modern sense, among the Greeks or Romans. The idea of insurance was probably introduced into England by the Italians,—for our word policy (*polizza*, a note) is of Italian origin. Marine insurance was the first practiced. At the time of the Crusades the assurer agreed to ransom the traveler if he was taken prisoner.

The first life-insurance company in England was the Mercer's, started in London in 1699. After forty-six years of existence it failed heavily in debt, because the premiums were reckoned *too low*, the knowledge of the average duration of life being then but little understood. The next company was started in 1706, and existed for 150 years; it was called the Amicable, and did business on the following methods: Age made no difference in the premium, and whether a person was well or dying was of no consideration. Each person paid $38 entrance-money and $25 annually. During the South Sea bubble every imaginary form of insurance was attempted. There were companies for insuring against thieves and robbers; for insuring horses against death; for the insurance of debts; for increasing children's fortunes; assurance from lying, and from death by burning. A few years afterward there was a perfect rage for forming annuity societies. These prospered for a little while till Richard Price, in 1769 enlightened the the ignorant public by publishing his celebrated *Northampton Mortality Tables*. Dr. Price is justly considered the father of life insurance.

Benj. Franklin was an intimate friend of Dr. Price, and through his help the first American life insurance company was chartered in Pennsylvania in 1769, for the benefit of the families of Episcopal clergymen. In the early part of this century two companies started in New York and one in Boston, but they met with little success. The first companies to succeed in this country were four started between 1843 and 1846. From 1858 to 1869 the increase was seven-fold. Over two hundred insurance companies have since been chartered in this country.

NATIONAL EDUCATION.

PROGRAM OF NEXT MEETING OF THE NATIONAL EDUCATIONAL ASSOC., AT ATLANTA, GA.

We have obtained from Hon. J. H. Smart, president of the Teachers' National Educational Assoc., the program of the 20th annual meeting of the Association, which meets at Atlanta, Ga., July 19, 20, 21, 22. It will be seen that the subjects to be discussed are of importance, and that the men selected to speak are among the most prominent educators in the country. The program is as follows:

TUESDAY, JULY 19.—MORNING SESSION.

Address of Welcome, Hon. Alfred H. Colquitt, Governor of Georgia.
Inaugural Address, by the President of the Association, Hon. J. H. Smart, Indianapolis, Ind.
Paper, "Lines of Advance"; Prof. C. C. Rounds, President Maine Normal School.
Paper, "What shall we Teach in our Elementary Schools?" A. J. Rickoff, LL.D., Supt. of Schools, Cleveland, O.

Afternoon Session.

Department of Elementary Schools.
President's Address, O. V. Tousley, Supt. Schools, Minneapolis, Minn.
Paper, "The Philosophy of Illustration"; Hon. J. J. Burns, ex-State Commissioner of Schools, Columbus, O.
Paper, "Education of the Sensibilities"; John W. Dowd, Supt. of Public Schools, Toledo, Ohio.
Paper, "Scientific Education"; Hon. Charles L. Loos, member of State Board of Examiners, Dayton, O.

Evening Session.

Address, "Education and the Building of the State"; Hon. John Eaton, United States Commissioner of Education, Washington, D.C.

WEDNESDAY, JULY 20.—MORNING SESSION.

Paper, "Some Essentials in the Development of a School System"; Hon. D. F. DeWolfe, State Commissioner of Schools, Ohio.
Paper, "The Teacher's Work in the Development of Mental Power"; N. A. Calkins, LL.D., Assistant Supt. of New York City Schools.
Paper, "A Proposed Revision of the Common School Curriculum"; Hon. M. A. Newell, LL.D., Supt. of Schools, Maryland.

Afternoon Session.—Department of Higher Education.

President's Address, Rev. Lemuel Moss, D.D., Prest. Ind. State Univ.
Paper, "The Study of Political Science in Colleges"; J. W. Andrews, LL.D., President College, Marietta, Ohio.
Paper, "Motive Power in the Building of Institutions"; Hon. D. P. Baldwin, LL.D., Attorney-General of Indiana.
Paper, "Rev. H. H. Tucker, DD., LL.D., Atlanta, Ga.

Evening Session.

Paper, "The Necessity for Spelling Reform."
Address, "Is the same System of Common School Education possible in all the States"; William C. P. Breckinridge, Esq., Lexington, Ky.

THURSDAY.—JULY 21.—MORNING SESSION.

Paper, "Moral and Literary Training in the Public Schools"; John B. Peaslee, LL.D., Supt. of City Schools, Cincinnati, Ohio.
Paper, "The Effects of Student Life on the Eyesight"; A. W. Calhoun, M.D., Atlanta, Ga.
Paper, "Popular Education the Condition of National Success"; Hon. James W. Patterson, LL.D., Supt. of Public Instruction, N. H.

Afternoon Session.—Department of Normal Schools.

Paper, "Normal Principles of Education"; Prof. James Johonnot, Ithaca, N. Y.
Paper, "What Constitutes a Normal School"; Prof. J. C. Gilchrist, president Iowa State Normal School.
Paper, "The Best Normal Training for Country Teachers"; Prof. T. C. H. Vance, editor *Eclectic Teacher*, Lexington, Ky.
Paper, "The Best Normal Training for City Teachers"; John Kennedy, New York city.

Evening Session.

Lecture, "An Evening in Wonderland"; William T. Marshall, Springfield, Mass.

FRIDAY—JULY 22—MORNING SESSION.

Paper, Prof. Louis Soldan, prin. City Normal Schools, St. Louis, Mo.
Paper, "The Leading Characteristics of American Systems of Public Education"; Hon. J. P. Wickersham, LL.D., ex-State Supt. Public Instruction, Pennsylvania.
Paper, "The Lessons of the International Educational Congress at Brussels"; Wm. T. Harris, LL.D., St. Louis, Mo.

Afternoon Session.—Department of Industrial Education.

Paper, "The Need of a System of Special Technical Schools"; Hon. S. R. Thompson, State Supt. Public Instruction, Nebraska. Discussion.
Paper, "The Decay of Apprenticeship: Its Cause and Remedies."

During the session of the Association a printed report on the "Relation of Education to Crime," will be presented by a committee, of which Hon. J. P. Wickersham is chairman.

Senator Jos. E. Brown and Hon. Alex. H. Stephens, and President Garfield have been invited to attend the meetings of the Association.

The board of directors will meet at the Markham House, on Monday evening, July 18.

The National Council of Education will meet on Monday, July 18, at 2 o'clock p. m.

The International Spelling Reform Association will meet on Monday, July 18, at 10 o'clock, a. m.

FOREIGN.

— From a report recently furnished to the Prefect of the Seine by the Bureau de l'Assistance Publique, it appears that out of 219,000 children, between 6 and 14 years old, living in Paris, there are about 7,000 who attend no school.

— M. Gambetta says that the one thing of vital importance in the new Commonwealth, is the education of the girls of France up to the Republican ideal. He says that the best advisers he ever had,—not alone as to the conduct of his private life, but in political,—were good women, whose minds were free from the shackles of sacerdotal tyranny. He considers it of vital importance to the new institution that the fullest justice be done to the girlhood of France. In accordance with these views, a special national system of instruction for girls has been provided for, and the large increase in the estimates for Public Instruction Budget (from 24,000,000*f.* in 1876, to 30,000,000*f.* in 1880) is, in part, to provide for this, and in part for the pension fund for teachers. When the first Napoleon was asked how France might be regenerated, his answer was, "By educating the mothers of France."

— Some idea, says the Berlin correspondent of the London *Times*, may be formed of the educational status of the German army and navy, from statistics just published, according to which, of the 140,881 recruits taken in during the military year 1879–80, 132,660 were examined in the German language, only 6,000 in another tongue (Polish, chiefly) while 2,217 were devoid of any school training. Those who could neither read nor write numbered 1.57 per cent. of the entire number, as against 1.80 in the year 1878–79, 1.73 in 1877–8, 2.12 in 1876–7, and 2.37 in 1875–6; from which it would appear that education in the army and navy has improved at the rate of nearly 1 per cent. during the last five years. The districts which most require the vigorous supervision of a school board are East and West Prussia, Posen, Bromberg, Oppein, the Palatinate, and Alsace-Lorraine.

THE CONCORD SUMMER SCHOOL OF PHILOSOPHY.

JULY AND AUGUST, 1881.

The Concord Summer School will open for a third term on Monday, July 11, 1881, at 9.00 a. m., and will continue five weeks. The lectures in each week will be eleven; they will be given morning and evening, except Saturday evenings, on the six secular days (in the morning at 9.00 o'clock, and in the evening at 7.30) at the *Hillside Chapel*, near the Orchard House.

The term will be $3.00 for each of the five weeks; but each regular student will be required to pay at least $10.00 for the term, which will permit him to attend during three weeks. The fees for all the courses will be $15.00. Board may be obtained in the village at from $6.00 to $12.00 a week, so that students may estimate their *necessary* expenses for the whole term at $50.00. Single tickets at 50 cents each will be issued for the convenience of visitors, and these may be bought at the shop of H. L. Whitcomb, in Concord, after July 1, 1881, in packages of *twelve* for $4.50, of *six* for $2.50, and of *three* for $1.25. It is expected that the applicants for course tickets will exceed the number which can be issued. Any one to whom this circular is sent can now engage tickets by making application, and sending with the application $5.00 as a guaranty. For those who make this deposit, tickets will be reserved till the first day of July, 1881, and can then be obtained by payment of the balance due. Course tickets at $15.00 will entitle the holders to reserved seats, and $10.00 tickets will entitle to a choice of seats after the course ticket holders have been assigned seats.

All students should be registered on or before July 1, 1881, at the office of the Secretary, in Concord. No preliminary examinations are required, and no limitation of age, sex, or residence in Concord will be prescribed; but it is recommended that persons under eighteen years should not present themselves as students, and that those who take all the courses should reside in the town during the term. The Concord Public Library of 16,000 volumes will be open every day for the use of residents. Students coming and going daily during the term, may reach Concord from Boston by the Fitchburg railroad, or the Middlesex Central; from Lowell, Andover, etc., by the Lowell and Framingham railroad; from southern Middlesex and Worcester counties, by the same road. The Orchard House stands on the Lexington road, east of Concord village, adjoining the Wayside estate, formerly the residence of Mr. Hawthorne. For fuller information concerning the town and the school, we would refer applicants and visitors to the *Concord Guide Book* of Mr. George B. Bartlett, (published by D. Lothrop & Co., Boston, and containing an account of the origin of the school).

LECTURERS AND SUBJECTS.

Mr. A. Bronson Alcott, Dean of the Faculty: Five lectures on The Philosophy of Life. Mr. Alcott will also deliver the Salutatory and Valedictory.

Mr. E. C. Stedman will read a poem at the opening session, July 11, 1881.

Prof. W. T. Harris: Five lectures on Philosophical Distinctions, and five on Hegel's Philosophy.

Prof. Harris's First Course,—Philosophical Distinctions.

1. Philosophy Distinguished from Opinion, or Fragmentary Observation; the Miraculous *vs.* the Mechanical Explanation of Things.
2. Nominalism of Locke and Hume; Pantheistic Realism of Hobbes, Spinoza, Comte, and Spencer, *vs.* the Realism of Christianity.
3. The Influence of Nature upon the Human Mind. The Emancipation of the Soul from the Body.
4. Sense-Impressions and Recollections *vs.* Memory and Reflection. Animal Cries and Gestures *vs.* Human Language.
5. The Metaphysical Categories Used by Natural Science,—Thing, Fact, Atom, Force, Law, Final Cause or Design, Correlation, Natural Selection, Reality, Potentiality, and Actuality.

Prof. Harris's Second Course,—Hegel's Philosophy.

1. Hegel's Doctrine of Psychology and Logic; his Dialectic Method and System.
2. Hegel's Doctrine of God and the World,—Creator and Created.
3. Hegel's Distinction of Man from Nature. Two Kinds of Immortality, that of the Species and that of the Individual.
4. Hegel's Doctrine of Providence in History. Asia *vs.* Europe as furnishing the contrast of Pantheism and Christianity.
5. Hegel's Theory of Fine Arts and Literature as reflecting the Development of Man's Spiritual Consciousness.

First Course,—The Platonic Philosophy.

Dr. H. K. Jones: Five lectures on the "Platonic Philosophy," and five on "Platonism in its Relation to Modern Civilization."

1. The Platonic Cosmology, Cosmogany, Physics, and Metaphysics.
2. Myth; The Gods of the Greek Mythology; The Ideas and Principles of their Worship, Divine Providence, Free Will, and Fate.
3. Platonic Psychology; the Idea of Conscience; The Dæmon of Socrates.
4. The Eternity of the Soul, and its Preëxistence.
5. The Immortality of the Soul, and the Mortality of the Soul; Personality and Individuality; Metempsychosis.

Second Course,—Platonism in its Relation to Modern Civilization.

1. The Social Genesis; The Church and the State.
2. The Education and Discipline of Man; The Uses of the World we Live in.
3. The Psychic Body and the Material Body of Man; The Christian Resurrection.
4. The Philosophy of Law.
5. The Philosophy of Prayer, and the "Prayer Guage."

Mr. Denton J. Snyder: Five Lectures on Greek Life and Literature.

Mrs. Julia Ward Howe: Two Lectures. 1. Philosophy in Europe and America. 2. The Results of Kant.

Miss Elizabeth P. Peabody: Two lectures. 1. Dr. Channing; 2. Margaret Fuller.

Mrs. E. D. Cheney: A lecture on The Relation of Poetry to Science.

Rev. J. S. Kidney, D.D.: Three lectures on The Philosophic Groundwork of Ethics.

Mr. S. H. Emery, Jr.: Two lectures on System in Philosophy.

Rev. F. H. Hedge, D.D.: A lecture on Kant.

Mr. J. Elliot Cabot: A paper on The Basis of Kant's Doctrine of Synthetic Judgments.

President Porter: A lecture on Kant.

Mr. F. B. Sanborn: Three lectures on Literature and National Life. 1. Roman Literature; English and German Literature; 3. American Literature and Life.

Mr. H. G. O. Blake: Readings from Thoreau:

Mr. John Albee: Two lectures on Faded Metaphors.

Rev. Dr. Bartol: A lecture on The Transcendent Faculty in Man.

Dr. E. Mulford: A lecture on The Philosophy of the State.

Prof. Geo. S. Morris: A lecture on Kant.

Prof. J. W. Mears: A lecture on Kant.

Prof. John Watson: A lecture on The Critical Philosophy in its Relation to Realism and Sensationalism.

NEW-ENGLAND DEPARTMENT.

[Continued from page 379.]

quirements of the present day, without substantial aid. It is not sustained, as the numerous high schools of Massachusetts and other States are, at the public expense. It depends solely on the voluntary contributions of public-spirited men. A commodious boarding or lodging-house for the young ladies ought to be provided at once. A moderate endowment is also essential to permanence and healthy growth. Shall not an institution, which has done so much and deserves so well of the county, be more generously sustained? Prof. Boynton has done his part; he has held on for nearly six years in the face of great difficulty and discouragement. Who will step forward promptly, supply the pressing need, and make this institution a permanent blessing to this section of the State?

[Signed] E. L. WATERMAN,
I. K. BATCHELDER,
C. H. CARPENTER.

MASSACHUSETTS.

State Editor, ALFRED BUNKER, *Boston (Highlands), Mass.*

BOSTON.—The trustees, teachers, and graduates of the Roxbury Latin School held a meeting at Young's Hotel, last week, for the purpose of forming a permanent Assoc. About fifty gentlemen were present. A bountiful supper opened the exercises, and was followed by a business meeting, at which an Assoc. was formed, and the officers chosen, and by singing, speeches, and social intercourse. Mr. S. Parkman Blake, Jr., was chosen prest., and Mr. Edmd. S. Rousmaniere, sec. This school has a deservedly high reputation, and the leading student in each of three of the four classes at Harvard this year is one of its graduates

— The Essex Inst., of Salem, made a very enjoyable excursion on Wednesday of last week to Cambridge, where the day was spent in visiting the Peabody Museum of Archæology, the Agassiz Museum of Comparative Zoölogy, the Gymnasium, the Library, the Chemical Laboratories, the Astronomical Observatory, Sever Hall, and Memorial Hall, in which latter place an elegant lunch was served.

— The boys of the New Bedford High School have caught the military spirit, and have organized a company called the High School Cadets.

— We regret to see the names of quite a number of lady teachers of eastern Massachusetts in the list of the swindled depositors in Mrs. Howe's Ladies' Deposit Bank, Boston.

— The alumni of the Fall River High School held their annual reunion last week. Rev. Emory H. Porter, of Pawtucket, delivered the address. Mr. W. S. Greene was chosen prest., and Mr. David Slade, sec., for the ensuing year.

— It is stated that the Boston Soc. of Natural History will open a seaside laboratory at Annisquam, continuing from June 15 to Sept. 15, for the study and observation of the development, anatomy, and habits of common types of marine animals, especially designed for students who have already made a beginning in the study of natural history.

— Commencement exercises at Williams Coll. will be held on June 29, and the new president, Dr. Franklin Carter, will be inaugurated in the afternoon.

Mr. R. French, teacher of music in the public schools of Mt. Vernon (Ohio), has been elected to succeed the late Prof. A. B. Winch, as teacher of vocal music in the public schools of Taunton, commencing next Sept., at a salary of $900.

— The former pupils of Mr. Augustus H. Buck, for many years head-master of the Roxbury Latin School, presented his portrait to that school, on the evening of the 13th, in Highland Hall. The presentation-speech was made by Prof. E. P. Gould, of Newton, a former pupil of Mr. Buck. Rev. Dr. Means, the president of the board of trustees, accepted the picture in their behalf. Addresses were also made by Messrs. Dillaway, Buck, and Collar, the present head-master.

— The school committee of Dedham, in their annual report, refer with commendation to the work already done by their first Supt. of Schools, Mr. I. Freeman Hall, formerly master of the Washington School, Quincy. Although he has been in office only since last Sept., the committee declare that already both teachers and pupils have received marked benefit from his supervision. The extraordinary success of the late teachers' meeting at Dedham speaks well for his executive ability.

CONNECTICUT.

State Editor, CHARLES NORTHEND, *New Britain, Conn.*

— An election to fill the vacancy among the Fellows of Yale Coll. will occur in June. Prof. F. B. Dexter, Sec. of Yale Coll., receives the ballots sent in by the alumni. Mr. Frederick J. Kingsbury, of Waterbury, is a prominent candidate.

— Though there are several sites talked about for the new normal building, more or less eligible in location, no choice has yet been made, nor will there be until the return of the chairman of the special committee, now absent in California. There is general satisfaction, not only on the part of the people of New Britain, but in other parts of the State, that this well-managed school is soon to be provided with a suitable building.

EDUCATIONAL INTELLIGENCE.

CALIFORNIA.—The boys' High School in San Francisco recently graduated 18 from the classical, and 16 from the English department.

DELAWARE. — The State Teachers' Assoc. will meet in annual session, at the Bright House, Rehoboth, Monday, August 22. The session will conclude on the following Friday. The Ex. Com. has prepared an interesting program. The teachers of this State are alive to the demands of the hour in relation to popular education.

INDIANA. — The annual commencement of Frankfort High School occurred on May 27. The exercises were of a very interesting character.

Supt. John M. Bloss has sent out a circular of information in regard to examinations for State Certificates, as provided for by law, which explains fully the scheme for said examinations to be held at Indianopolis, beginning June 28.

IOWA. — *Sundry Rulings.* — (1) The power to act for the electors in determining school-house taxes cannot be delegated to the board. School-house taxes must be voted by the district or the sub-district electors, and when so voted must in all cases be certified to the board of supervisors.

(2) When about to build a school-house, if the board find the sub-district does not at that time contain at least fifteen persons between 5 and 21, they are prevented, by Sec. 1,725, from proceeding with the work.

(3) The officers of the board should conform to instructions made in accordance with law, but should not obey the board when directed to do an illegal act. To determine the legality of the act in question, a writ of mandamus is the proper remedy. C. W. VON COELLN, *Supt. of Pub. Instr.*

Des Moines, Iowa, May 23, 1881.

The permanent school fund of the State amounts to $3,289,753.60.

ILLINOIS. — The next annual meeting of the "Society of School Principals" will be held at Rockford, July 6 and 7. The program will include the following addresses, papers, and exhibits:

Address of welcome.
President's address, "The Teaching of Morals," Joseph Carter, Peru.
Paper, "Industrial Education in Connection with our Public-school Work," by Frank Hall, Sugar Grove.
Paper, "Individuality in the Graded-school Work," by H. Edwards, Peoria.
Paper, "Recesses," by J. N. Wilkinson, Decatur.
Paper, "School Hygiene," by Herman Raab, Bellville.
Paper, "The Introduction and Teaching of Drawing," by Miss Laughlin, Bloomington.
Paper, "To what Extent may Pupils be Allowed to do Work other than in the Regular Course?" by Warren Wilkie, Austin.
Exhibits of work by the School of Feeble-minded Children, and paper on the same by J. H. Blodgett, Rockford.
The railroads will make the usual reduction, to a fare and one-third for the round trip.
The rates at the hotels are reduced to the following prices: Holland House, $1.50; Edwards House, $1.00; American House, $1.25.
For the Executive Commitee. WM. JENKINS.

MINNESOTA. — From Supt. Philip's last monthly report of Winona, we gather the following statistics. Total enrollment of the public schools for the four weeks ending April 29, 1,345,—665 boys, and 680 girls. Average number belonging to the schools, 1,249; average daily attendance, 1,185; which gives 95 per cent. of regularity, and 99 per cent. of punctuality.

NEW JERSEY.—A bill has passed both houses, and has ere this become a law, appropriating a sum not exceeding $5,000 annually to any city, town, or township that may raise a like sum, to be applied to the education of pupils in industrial, mechanical, and agricultural pursuits; but not less than $3,000 must thus be contributed by the citizens, or otherwise, in the localities desiring to take advantage of the State appropriation. This enactment may be hailed as the inauguration of a new era in popular education.

NEW YORK. — The Brooklyn Board of Ed. has decided to put $70,000 in the budget of the coming fiscal year, for free books in all the public schools.

NORTH CAROLINA.—Normal education in the State has made a good step in advance during the last year. It will have five State normal institutes for white teachers the present summer, and three for colored. These normal schools will be open five or six weeks, and be conducted by experts in normal work, who are familiar with normal systems in other parts of the Union. Though this is far from being a complete and efficient system of normal training, we hope much from it. A little cloud as yet, the size of a man's hand, it may, ere many years elapse, overshadow the State. It is a beginning to organize the atomistic teaching-force into a Grand Army corps, and will do much to awaken a professional spirit. We also hear of academies projecting the plan of opening permanent normal departments. Such a feature will be a constant summons to the students to enter the noble, but now too much spurned profession. We regard the omens as favorable. With Prohibition rising up like a young Hercules, and taking the serpent of Whiskey Traffic by the throat, and a new devotion to public education, the old North State is renewing her youth, and will become the *new* North State. We trust THE JOURNAL OF EDUCATION will be largely circulated among our teachers, to help on the new era.

OHIO.—The 30th annual Report of Warren Public Schools includes the reports of the Prest. of the Board of Ed., Mr. Samuel F. Dickey, which includes the financial report of the clerk, and the report of the Supt., Edwin F. Moulton. An additional primary school has been organized to make room for the increasing number of pupils, and a suitable building is to be provided. The condition of the schools is very satisfactory to the intelligent Board of Education. The Prest. highly commends Supt. Moulton as an able and faithful school officer, and also commends the schools to the sympathy and hearty support of the people as a means of securing the highest good of the State.

PENNSYLVANIA. — The State Teachers' Assoc. will hold its next meeting at Washington, July 26, 27, and 28. Arrangements are in progress to make this one of the largest and most successful meetings that has been held. The town is attractive, being the seat of Washington and Jefferson Coll. Excursion tickets will be sold on the leading railroads, and the rates for boarding will be greatly reduced. For further particulars address Henry Houck, Deputy Supt., Harrisburg, chairman of the Ex. Com, or Dr. Geo. P. Hays, chairman of Local Com., Washington, Penn.

WISCONSIN.—Hon. James MacAllister, Supt. of the Public Schools of Milwaukee, has published the 21st (which is his 5th) annual report. It opens with an able address of the president to the school board. The Supt's report is business-like and comprehensive, and sufficiently minute to impart all the needed information as to the condition of the public schools. He aims to present facts, and not to discuss questions of policy. Total number of school age in the city, 37,742; pupils enrolled, 17,088; total number of school-buildings, 25; number of teachers, 258, of whom 51 are men, and 207 women. The Supt. calls attention to the fact that more than half of all the children of school age receive little or no benefit from the schools, for the want of a compulsory law vigorously enforced. Still he does not recommend the passage of such a law, for public opinion would not sustain it. Some other means should be devised to remedy the evil. Other important suggestions are made, in this connection, on all the practical questions that relate to the teachers they employ and the system of schools they have adopted. Tho report is a valuable public document.

PERSONAL.

— Miss Ellen Hyde, Prin. of the State Normal School, Framingham, Mass., will spend her summer vacation in England.

— Messrs. Merrick and Emory Lyon, associate-principals of the Univ. Grammar School, Providence, will sail for Europe by the Cunard steamer from Boston, June 18.

— Commencement exercises at Carleton Coll., Northfield, Minn., June 12–16. Baccalaureate by Prest. Strong, June 12. Rev. C. H. Richards, of Madison, delivers the address before the literary societies, June 15.

— A. P. Stone, Supt. of Schools, Springfield, Mass., with his son will make a summer tour of the British Isles, and a short Continental tour, leaving New York July 2, by "City of Berlin."

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RAINDROPS.

BY EVA A. H. BARNES.

Hear them patter, tinkle, patter,
On the roof, so near my head;
Many raindrops, gaily dancing,
Just above my tiny bed;
How they chatter to each other
Of the good they mean to do,
Tho' much sport they're always having,
Yet to duty ever true.

They will bring the leaves and grasses
Forth from Mother Nature's store,
And the morning sun will show us
Wonders, wrought the greenwood o'er;
Sweet May-flowers will be in blossom,—
Violets, so dainty blue;
Everything rejoice in gladness,
O'er the work those raindrops do.

NEW-ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

The semi-annual meeting of this Association was held in Boston, Friday, May 27. It was in many respects a notable gathering, both in numbers, point of interest, and order of business. Following the plan adopted at the late convention of French teachers at the Sorbonne, but one subject for discussion was before the convention. It was, however, a unique and knotty question, and was wisely divided into sub-heads. the executive committee evidently thinking it too much for one superintendent to wrestle with alone. The question or resolution before the convention was as follows:

Resolved, That superintendents, unbiased by personal considerations or political and social influences, should recommend the dismissal of incompetent teachers, and the election of competent teachers only.

What Constitutes a Good Teacher?

was the first question of all questions to be considered. This query was happily assigned to Sec. Dickinson, and answered in his usual complete manner. Good health, energy, training, and irresistible enthusiasm (not bluster) were among the essentials; but of this more anon.

For answer to the second question, as to

How Shall we Get Good Teachers?

we refer our readers to Dr. Philbrick's masterly address in another column of THE JOURNAL.

Supt. Stone, of Springfield, followed Mr. Philbrick with a few of his epigrammatic sentences. A full purse, and a good judge, were prime necessities for good marketing, and so it should be when looking for a good teacher. An expert judge especially was necessary, that he might not go looking for a cousin or an aunt or a co-religionist, when he should be looking for a *teacher*.

How Shall we Keep Good Teachers?

was discussed by Supt. Tash, of Portland, who, after urging liberal pay, showed by the following statistics, from his own experience, that money was not the *sine qua non*, in the retention of good teachers in the profession. Fifty-one resignations of teachers have taken place in Portland during the last four years, which may be classed as follows: (*a*) New domestic relations [marriage?], 18; (*b*) age 1, health 5, tired out 6, 12; (*c*) unsatisfactory (dropped) [of these 5 were males], 12; (*d*) died 4; (*e*) left for self-improvement 3; (*f*) left for missionary purposes 1; (*g*) left for better salary 0. Lewiston showed somewhat the same statistics. Of these classes *a*, *b*, and *d*, certainly seem beyond the control of even a model superintendent, nor could he well interfere with those under classes *e* and *f*. Of class *c*, the incompetents, he would drop them as soon as possible; but before deciding that they were incompetent, he gave the superintendents the good advice of first trying if they could not help the teacher to success. Give the teacher work adapted to his or her abilities; do not work them unreasonably, and show him that you, the school committee, and the parents, appreciate good work. An increasing remuneration, and permanent position, were also potent elements.

Supt. Stockwell, of Rhode Island, took all the poetry out of the meeting by assuring the members that notwithstanding their fine-spun theories, the difficulty lies not with the superintendent, nor even with the school committee, but back of them with the American people. So long as the idea was prevalent among the people that 'almost anybody can teach school,' so long will poor pay be the rule. It is a matter of surprise that even in the face of this sentiment young men from our universities, fitted to enter any walk in life, are willing to enter a profession of which the range is so limited. No wonder it is difficult to retain successful and experienced teachers. Important work is needed among the people, until in the estimation of the public, the labor of the teaching profession stand side by side with that of the other learned professions.

How Shall we Help Teachers in their Schools?

"By teaching them how to teach," was the answer of Supt. Aldrich, of Canton; for this purpose he would have none but good and successful teachers as supervisors. Should the superintendent be incompetent, he would let the young teacher visit the schools and classes of the successful teachers. (2) He would bring to their notice all the best literature on the subject, such as educational journals, reports, etc. (3) By teachers' meetings, both grade and general. (4) By allowing the teachers the largest possible amount of freedom. (5) By a hearty recognition of all good work; and last, but not least, by fearless open criticism when they fail.

Dr. Hunt, of Newton, the next speaker on the list, entered a strong protest against the superintendents teaching the teachers or doing any other teaching in the schools, at least in the presence of the pupils. He would have the teacher the Alpha and Omega in the school-room. Confidence of the child in the teacher was one of the first conditions of success, hence he would always pay the utmost deference to the teacher, and never assume to control him or her in the school-room. What he had to say in the way of advice he would say privately or at the teachers' meeting.

In reply to Supt. Stone as to bringing order into a disordered school, he said he would not interfere in the school-room. It would not help the future discipline of the school by taking the reins out of the teacher's hands for a few moments.

To Col. Parker's "What if you are an expert in teaching a certain branch (reading?), and the teacher is deficient, would you not give the class a lesson to show him how to teach it?" Mr. Hunt replied, "Not to exhibit my superior skill. If I could do it in the way of an examination, well and good. If not, it had better go undone. Let the superintendent teach the teachers at his office if need be; more than that is unnecessary, if not positively baneful." "Do as you would be done by," is evidently one of Dr. Hunt's mottoes."

Should Teachers Disabled from Age and Long Service be Retained?

was the next question in order, from answering which our worthy Boston Supt., Mr. E. P. Seaver, begged to be excused. The duty then devolving upon Supt. Lambert, of Malden, he desired that the question should be remodeled. A disabled teacher, from whatever cause, who could not fulfill his contract, should not be retained. But age and experience have nothing to do with it. They were often most valuable attributes, and far preferable to mere enthusiasm. If, however, the infirmities of age prevent the teacher carrying out the contract, let him retire; and if the community have not paid him enough to allow him to retire with a competency in his old age, let them come up and do their duty by paying the bill; but do not retain him to the detriment of the school.

Supt. Parish, of New Haven (himself a veteran), being called upon to respond, coincided with Mr. Lambert's views as to what ought to be, but suggested that all idea of pensions was out of the question with the present spirit of the American people.

The next problem was,

How Shall we Get Rid of the Incompetent Teacher?

This riddle was given to Supt. Marble, who answered it with the Hibernianism, "By not engaging them!" Further than that he suggested that they be "wise as servants and harmless as doves." Before attempting to get rid of any teachers, we should make sure that they were incompetent. Such a decison should only be rendered by an expert authority, after due time and trial, and then rendered judiciously. He instanced where he had been, in his earlier days, over-zealous and over-hasty; mistakes which he did not make now-a-days. He entered his protest against the continuing of incompetent teachers; if his advice is not followed, he does not resign *a la* Conkling.

In the absence of Supt. Burk, of Manchester, N. H., Supt. Kimball, of Chelsea, was called upon. He would fain avoid the question, but President Mason was inexorable. Mr. Kimball suggested that there was no royal road (and perhaps it was best that there was not), by which we could throw a carriage off the track that had been long running on it. As to the young teacher, who, indeed, was to decide as to their incompetency? By hasty action, many a good teacher might be lost to the profession. He instanced the case of one who was now a most admirable teacher.

Colonel Parker wished to know how many children she spoiled before she became admirable. Supt. Kimball replied that she was not a spoiler, nor necessarily were all unsuccessful teachers.

The chief conundrum was reserved to the last:

What shall we Do when Teachers are Retained by Political and Social Influence?

Supt. Allard, of Milford, was the first to attempt a solution. Though believing in the theory of protesting against the continued employment of incompetent teachers, he said he was not doing it as vigorously now as formerly; probably finding "discretion the better part of valor," etc.

Supt. Edgerly, taking the question literally, saw no reason why such teachers should not be retained; in fact favored their retention, it being to their credit that they were in such good standing. Undoubtedly incompetent teachers should not be retained; but when feeling impatient with the school committee for not immediately following your advice in discharging some time-honored teacher, it might be well to remember the advice, "Put yourself in his place." It is not pleasing work to perform a disagreeable task with a teacher who has taught for years,— not only your children, but you yourself,— and whose good influence has been a power in the community for perhaps half-a-century.

The question being then before the Convention, Supt. Davis reassured the meeting that the superior teacher was a priceless but scarce commodity, and that increased compensation would remedy the evil, etc.

Supervisor Kneeland instanced the case of a teacher who was retained in Boston, at a reduced salary, after the infirmities of age had incapacitated him from active duties.

Dr. Philbrick mentioned two other cases in Boston where age was given as a reason for "dropping," but who were retained, at his solicitation, one afterwards serving with honor for 22 years, the other dying in harness,—no less a person than Thomas Sherwin! He would have us follow the model set us by Vienna, where, after due trial, probation, etc., the teacher, once elected, could not be removed until he retired, at a certain age, with a pension.

Mr. Hunt, alluding to the Conkling reference, said that a superintendent should resign sooner than see a competent teacher removed.

Mr. Parish recommended the slow and sure process.

Mr. Brown, the young but promising Supt. of Quincy, asked, in his vigorous style, what all this talk amounted to? After hearing the combined wisdom of the superintendents of New England, he knew no more than when he first entered, how he should get rid of incompetent teachers. The school committee, according to what he there heard, was always the stumbling-block. He would have a school committee that he could manage; and if any unfortunate member opposed him, he would fight him at the polls, and if possible (?) defeat him at the next election. In fact, he advised all superintendents to go home and at once enter that uncertain and dangerous field, politics. Then let us hope would arrive that long-wished-for millenium of school superintendents.

Supt. of Fisher, Dover, favored manly, conscientious work by the superintendent on all occasions. A never-failing protest against incompetency, however disagreeable to all concerned, should be persevered in. If the advice was not followed, respect, at least, would ensue. (Independence evidently has an admirer in Supt. Fisher.) He further suggested that the relative tendency of the office of superintendency was toward retaining incompetent teachers. The school committee in such places did not now, as formerly, come into personal contact with this incompetency, hence were not so much concerned in its removal; a greater reason why superintendents should fight against the evil.

Supt. Cogswell outlined the Cambridge plan of getting the committee to personally see the competents and incompetents at work. They there had an examining committee, who visited such teachers as might seem desirable. If incompetent, he had thereby five votes to start on, favoring his way of thinking. If sent to examine the school of a successful teacher, he had five potent champions of good schools, each a missionary for good in his own ward.

Supt. Davis, of Somerville, assured the meeting that his committee needed no managing, as it always was, is, and will be, a model committee, the *élite* of Somerville only, being elected to serve on it.

Supt. Leach, of Providence, said the great question was, Who is to determine the incompetency of the teacher? Like the philosopher and the beetle, it depends how you look at the matter; whether you judge of the training of the child's character as a complete whole, or of its proficiency in certain subjects, to which the examiner may attach paramount importance.

Supt. Harrington, of New Bedford reminded them that after all they were at the mercy of the school committees in this matter of getting rid of incompetents. The first essential was to get into full accord with your committee, but for no ulterior motives should a superintendent fail to spot a poor teacher. Inform the committee, and there your responsibility ends. The fault lies in the low public estimation of a teacher's qualifications. Build up first-class public schools and you will build up public sentiment. Good schools make the people feel that they must demand good committeemen, and assist the committeeman to stiffen his back-bone, and refuse to put in any but good teachers. The teachers as a rule are ahead of the ordinary school committees. One great objection of a school committee to the new methods of education, lies in the matter of examination. They, educated by old the plan, can only examine according to it,—book in hand. Hence rote or memoriter cram carries the day, and the progressive teacher cannot teach as well as he ought.

In answer to Supt. Hall, as to who should finally decide as to the incompetency of a teacher, Mr. Harrington replied, the superintendent, by all means.

The resolution then coming before the meeting for action, *pro* or *con*, Supt. Prince, of Waltham, moved that it be laid on the table, as (in theory?) there could be no question as to a superintendent's duty in the matter. The resolution was accordingly laid on the table, and the question is now before the country.

Business.

Business being in order, the Committee on Correspondence asked for further time. Supt. Stockwell was elected president for the coming year. Dr. Philbrick urged upon the teachers in a few well-chosen words the importance of educational libraries, and the value of Mr. Barnard's *Journal* as a basis for the same. He also urged the appropriateness of immediate action, in order that Mr. Barnard may secure the funds for the completion of his great work. The following committee were accordingly appointed to take the whole matter into consideration: Hon. T. W. Bicknell, Hon J. D. Philbrick, Supts. A. P. Stone and T. B. Stockwell, and Supr. F. W. Parker,

At the suggestion of Mr. Parker, the meeting then adjourned to solace the inner-man.

As evidence of the interest felt in the questions at issue, we need but mention the names of the educators in attendance:

Francis Cogswell, Cambridge, Mass.	J. W. Dickinson, Newtonville, Mass.
D. H. Daniels, Brookline, Mass.	H. F. Harrington, New Bedford, "
Francis W. Parker, Boston, Mass.	O. B. Bruce, Lynn, "
J. T. Clark, Chicopee, Mass.	E. H. Dame, Woburn, "
E. L. Kirtland, Holyoke, Mass.	J. L. Brewster, Lawrence, "
E. P. Seaver, Boston, Mass.	J. T. Prince, Waltham, "
A. P. Stone, Springfield, Mass.	H. Whittemore, Westboro, "
D. M. Bean, Framingham, Mass.	J. D. Philbrick, Danvers, "
J. Freeman Hall, Dedham, Mass.	H. Hume, Boston, "
Aug. D. Small, Salem, Mass.	J. P. Bixby, Revere. "
W. H. Lambert, Malden, Mass.	Sylvester Brown, Quincy, "
E. Hunt, Newton, Mass.	G. I. Aldrich, Canton, "
Daniel Leach, Providence, R. I.	Charles Merrill, Lowell, "
G. T. Fletcher, Augusta, Me.	W. W. Waterman, Taunton, "
Thomas Tash, Portland, Me.	J. Kimball, Chelsea, "
Wm. Cornell, Jr., Fall River, Mass.	G. A. Littlefield, Boston, "
Gilman C. Fisher, Dover, N. H.	B. F. Tweed, Charlestown, "
J. H. Davis, Somerville, Mass.	Supt. A. P. Marble, Worcester, "
J. W. Allard, Milford, Mass.	T. W. Bicknell, Boston, "
Jos. Osgood, Cohasset, Mass.	Thos. B. Stockwell, Providence, R. I.
John Kneeland, Boston, Mass.	A. Parish, New Haven, Conn.
Miss E. C. Harris, E. Weymouth.	S. W. Mason, Boston.
E. R. Pennoyer, E. Orange, N. J.	L. H. Marvel, Gloucester.
George Griffith, Westernville, N. Y.	

NEW-ENGLAND DEPARTMENT.

MAINE.

State Editor, N. A. LUCE, *Augusta, Me.*

— Houlton Acad., whose catalogue has been received, appears to be in a very prosperous condition. The summary of attendance shows 116, 97, and 150, for the three several terms of the year.

— The spring term of Wilton Acad. closed Friday of last week, with appropriate exercises. The term has been one of the largest in the history of the school.

— Waterville Class. Inst. holds its anniversary exercises June 23 and 24. The graduating classes from the various courses of study consist of about forty young ladies and gentlemen. Most of the young men are to enter college.

— Mt. Desert has lately erected a ten-thousand-dollar school building.

NEW HAMPSHIRE.

State Editor, D. A. CLIFFORD, *Manchester, N. H.*

— The annual report of the Board of Instruction of Portsmouth for 1880 is received. It represents a very satisfactory condition of the schools, commends the fidelity of the teachers, pleads for more room in District 1, better methods of heating, and announces the fact that the expenditures have been less than the appropriations for school purposes. Mr. Wm. H. Sise, chairman.

— The schools in Stratham, District No. 1, is taught by Miss Ella Wiggin; No. 2, by Miss Anna C. Elliott, of Greenland; No. 3, by Miss Susie E. Chadbourne, of Stratham; and No. 4. by Miss Emma Blodgett, of Kingston.

— In Goshen, for the summer, Miss Clara F. Sabine will teach in District No. 1; Miss Dora M. Pike, in No. 4; Miss Lizzie H. Rowe in No. 5.

— The catalogue of Kimball Union Acad. for 1880–81, gives a summary of 102 students, including the graduates of June, 1880; 4 resident graduates, 15 seniors, 22 middle class, and 36 juniors. The academy, for the past year, has been under the management of Prof. M. R. Gaines, A.M., with five associate and assistant teachers. This fitting-school has long been among the best of its kind, and it will doubtless maintain its good reputation under Prof. Gaines.

— The following is the order of exercises for the coming anniversary at the Conference Sem., Tilton: Annual sermon, Sunday, June 12, Prest. Quimby. Annual meeting of the trustees, Tuesday, June 14, 11.45 a. m. Address before the senior class, Tuesday, 7.45 p. m.; Hon J. W. Patterson. Reading of grades and awarding prizes, Wednesday, 9.30 a. m. Exercises of the graduating class, Wednesday, 1.00 p. m. The speakers are, Flora Gertrude Osborne, Nellie Chase Piper, Georgia Etta Page, Fannie May Wells, Harry J. Cole, Saul O. Curtice, Alexander McGregor, George H. Whitcomb. Concert by Blaisdell's Orchestral Club, with annual levee, Wednesday, 7.45 p. m. Persons attending the anniversaries, and paying full fare over the B. C. and M. Railroad will receive free return tickets at the Sem.

— Our friend, Prof. N. T. True, has given in the *Gorham Mountaineer* an interesting account of a school quietly established in that town, in 1879, "by a few gentlemen of Gorham, in order that their children might enjoy special advantages." The school has grown and prospered, and has a history, though it seems to have no name. The sciences and languages have been thoroughly taught in this school, and its pupils rank among the best scholars. The secret of the whole matter is, said school has been under the care and instruction of a veteran in the service, a good man and a skillful teacher, Prof. N. T. True.

RHODE ISLAND.

State Editor, I. O. WINSLOW, *Providence, R. I.*

— The 61st anniversary of the Rhode Island Soc. for the Encouragement of Domestic Industry, will be holden at Narragansett Park, Cranston, Sept. 27, 28, 29, and 30, 1881: Mr. J. F. Brown, of Providence, Prest., and Chas. W. Smith, of Norwich Postoffice, Providence, Sec. and Treas.

VERMONT.

State Editor, C. C. BOYNTON, *Townshend, Vt.*

WINDHAM COUNTY ASSOCIATION.

The first annual meeting of the Windham Co. Teacher's and School Officers' Assoc., was held at Brattleboro, Friday and Saturday, May 20, and 21. The program, as printed in THE JOURNAL May 19, was mostly carried out. Messrs Conant, Cilley, Rhyder, Patterson, and Hibbard were absent. There were two classes of exercises; 1st, those directly helpful to teachers in class work, methods, and principles, illustrated on the board or with class; and, those tending to make clear the great purposes and scope of the teacher's work and to inspire teachers and friends with a holy ambition. To the former class belong Mrs. Kenyon's admirable presentation of her own methods in English composition connected with the study of language; Mr. Rocheleau's plan, as practiced by himself, of teaching the geography and history of Vemont; Miss Guernsey's sketches of class work in botany, showing the most perfect familiarity with plant life and growth, and how to teach it; Mr. Hall's masterly handling of his own well trained class in English Literature, including rhetorical criticism, authors, and style of rendering; Miss Slason's wonderful accomplishments with a large arithmetic class in fractions; and Mr. Bailey's original plans for the study of arithmetic; these were all strictly first-class, and elicited demonstrations of hearty approval from the audience. The latter (Mr. Bailey's) even received a vote of commendation and request for embodiment in a text-book.

The latter class of exercises comprised U. S. Dist. Atty. Haskins' address of welcome expressing the sympathy of his profession and of all good citizens in the teacher's work, and statesmanlike views of a public educational policy; State Supt. Dartt's response, and able discussion of the kind of education needed for practical life; Rev. Martin's "True Teaching" as viewed by a "man without a country;" Rev. Butler's graphic sketch of literature, the selection, use, and influence of books; Dr. McCollister's address; Prin. Willard's comparison of American and European teachers, and the course of study in the Prussian teacher's seminaries; Supt. Mansfield's history of school supervision in Vt.; Prin. Edson's well considered essay on preparation of teachers; as well as the remarks of Prins. Hardy, Wheatley, Haskell, Jackson, Blake, and Boynton. Perhaps the ablest paper was that by Rev. Geo. B. Gow, on High Schools and Academies; the most eloquent, that by Prin. Geo. A. Brown, on "What Sort of Citizens?"

Miss Alice Brown, elocutionist, gave two selections in a man-

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ner that elicited much applause. Singers from the high and grammar schools, under Miss Cook, furnished excellent music.

A constitution was adopted and the following officers elected: Prest., Prin. Geo. A. Brown; Vice Prests., Hon. J. K. Batchelder, Prin. H. M. Willard, Prin. C. E. Blake; Sec., Miss Abba Wellman; Treas., Prin. C. C. Boynton; Ex. Com., Hon. K. Haskins, D. K. Barry, Miss Barry.

The attendance was large and enthusiastic, numbering from four to five hundred. Resolutions of thanks to citizens, R. R. officials, owner of Crosby's Opera Hall, music-teacher Cook, and others, were offered by Prin. Boynton. A closing address of much force and influence was given by Prin. Bingham. No better educational meeting has ever been held in this part of the State.

— Essex Classical Inst. will graduate a class of 10, June 14th.

— Black River Acad., at Ludlow, has recently graduated a class of eight. The closing exercises were unusually well attended and interesting. Elegant presents were made to Principal Farwell, Mr. Cooledge, and Miss Pollard.

— H. H. Shaw delivered the Decoration Day address at Northfield, and Geo. A. Brown was engaged elsewhere for the same service. Thus is kept alive the patriotic feeling among teachers, as well as other classes of citizens.

— St. Johnsbury Acad., under the management of Prin. Homer T. Fuller, Ph.D., is one of the best institutions of its kind in the State, and ranks high among the best in the nation. Its catalogue, just published, gives 12 associate and assistant instructors, and 260 different pupils in attendance during the past year. The present senior class numbers 47; middle class, 79; and the junior class, 102.

— The closing exercises of the spring term of Leland and Gray Sem., Townshend, took place on Friday, the 13th inst. The day was well filled with examination of classes; the evening, with a creditable exhibition of rhetorical exercises and music. The undersigned members of the Com. were present at the exercises, and were more than satisfied with the evidence given of thorough work done in all departments. The English language and algebra classes, under Mrs. Kenyon, appeared very well indeed. Miss Preston's classes in botany, geometry, and higher algebra did her great credit; also, Miss Brown's pupils in elocution and reading. It is needless to say that Prin. Boynton's methods in teaching the classics and natural philosophy are among the best. We understand that the past year has been one of the most successful in a long time. There has been an increase of nearly thirty pupils in attendance over any previous year of Prof. Boynton's management. As a larger number of old students return, from year to year, there is also a gratifying advance in the grade of scholarship. At the same time, the number and ability of the teaching staff is, probably, greater than ever before in the nearly half-century of the school's history. The citizens of Townshend and Windham Co. are to be congratulated on having a school of so high order at their doors; but it cannot be maintained, much less brought up and kept up to the re-

[Continued on page 375.]

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